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ABSTRACT

This booklet provides worksheets for children in preschool through grade one. The focus is on developing number concepts, with activities on matching numbers with pictures and on completing sequences, addition and subtraction facts, measurement ideas, fraction ideas, and identifying shapes. (MNS)

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A Good Apple Activity Book for Preschool-1st Grade

GOOD GA APPLE

The

Lollipop Learning Series

Mini-Kid Math

ED281734

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by Jerry Aten

illustrated by Nancee McClure

SE 047 928

MINI-KID MATH

by Jerry Aten

illustrated by Nancee McClure

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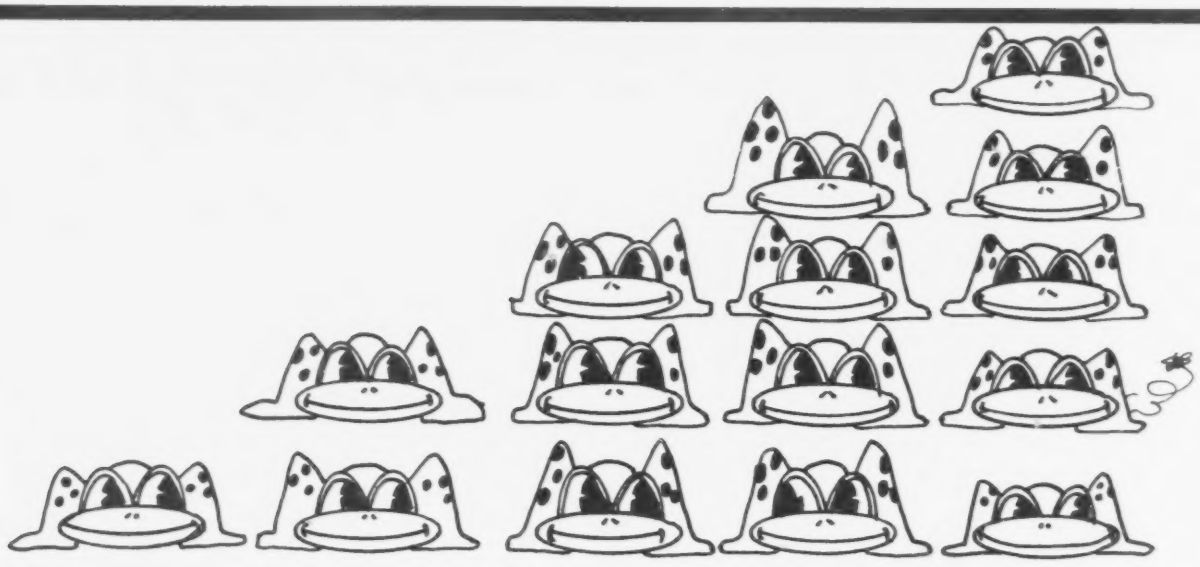
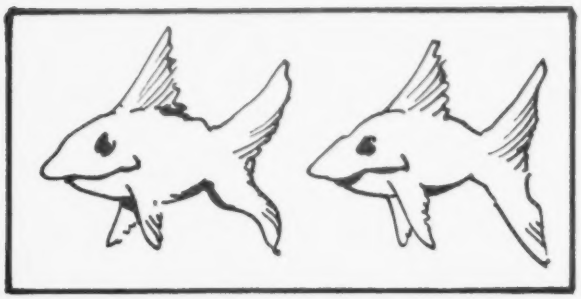


1 2 3 4 5

Match the number to the right picture. Draw the number of lines from each number to the same number of pictures.

1

2



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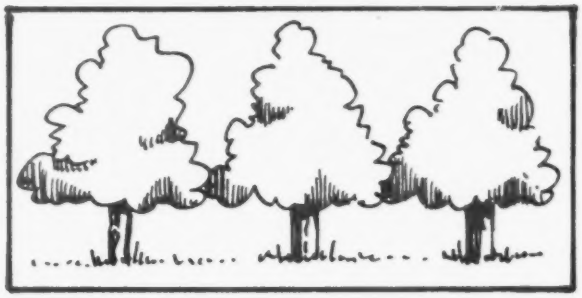

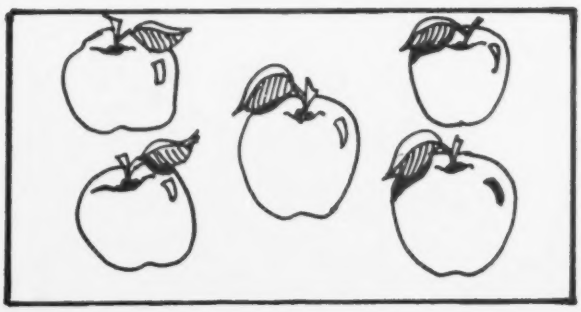

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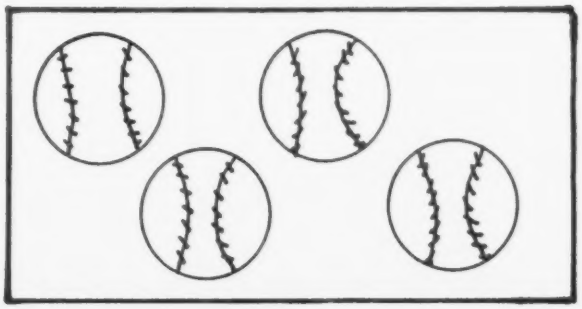
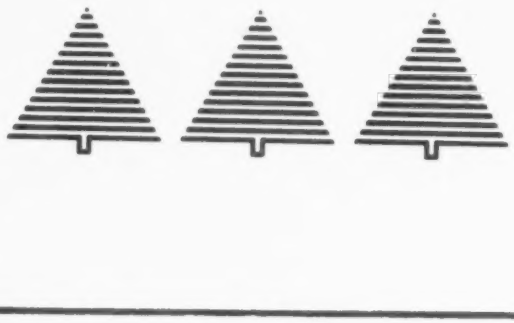
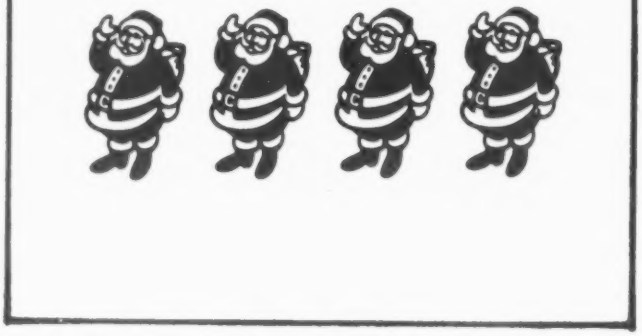


Name _____

Circle the right number.



1 2 3 4

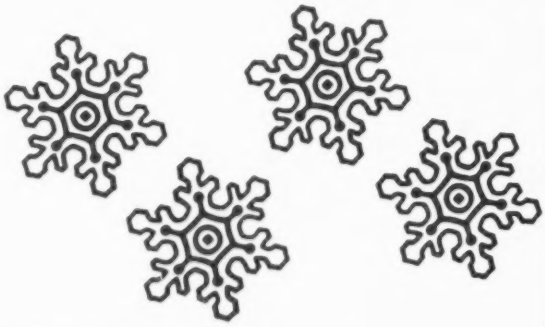


1 2 3 4

1 2 3 4

1 2 3 4

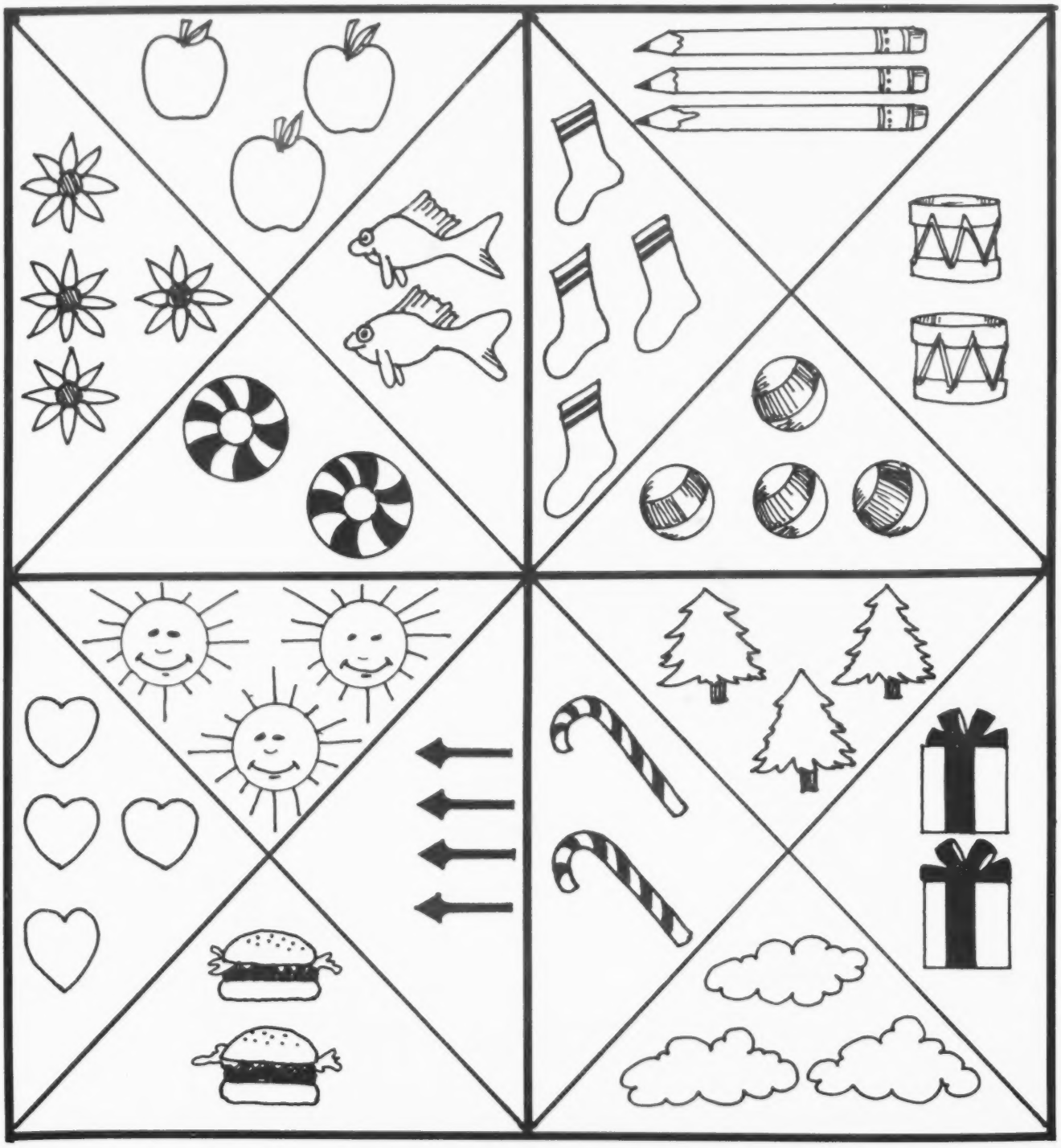
1 2 3 4



1 2 3 4

Name _____

Color each space with two items, red.
Color each space with three items, yellow.
Color each space with four items, blue.



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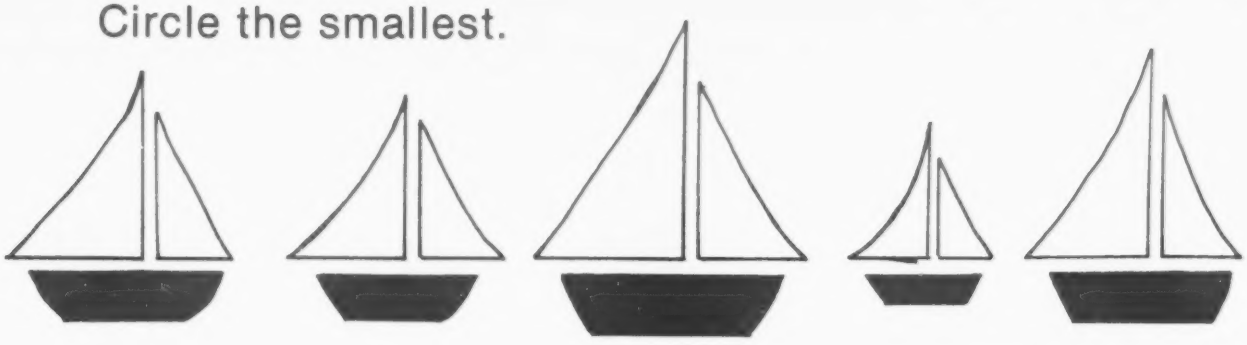
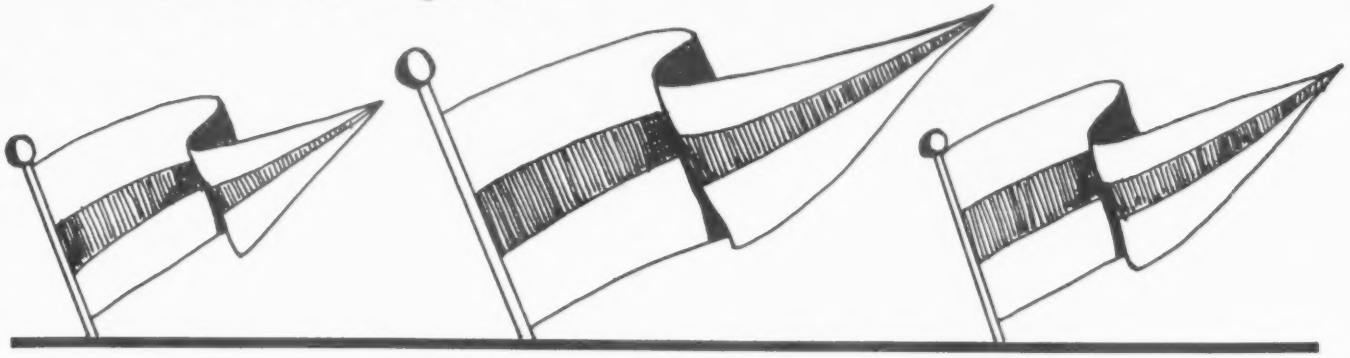
Circle the smallest.

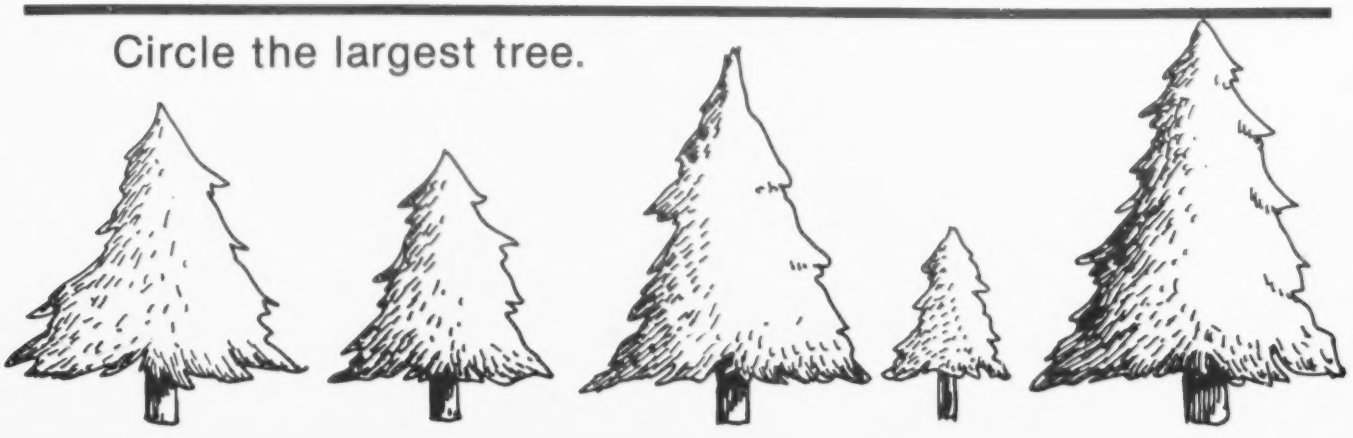


Circle the largest.



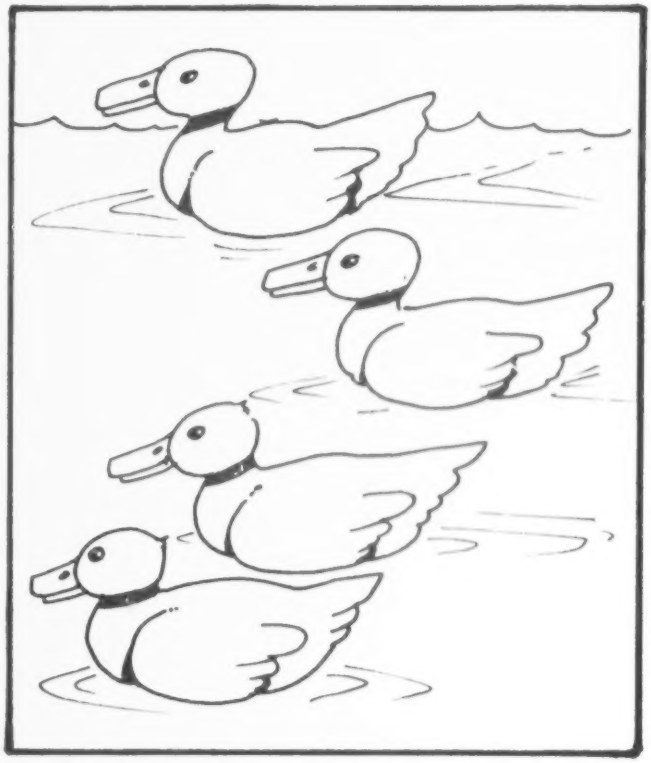
Circle the cone that is not the smallest nor the largest.

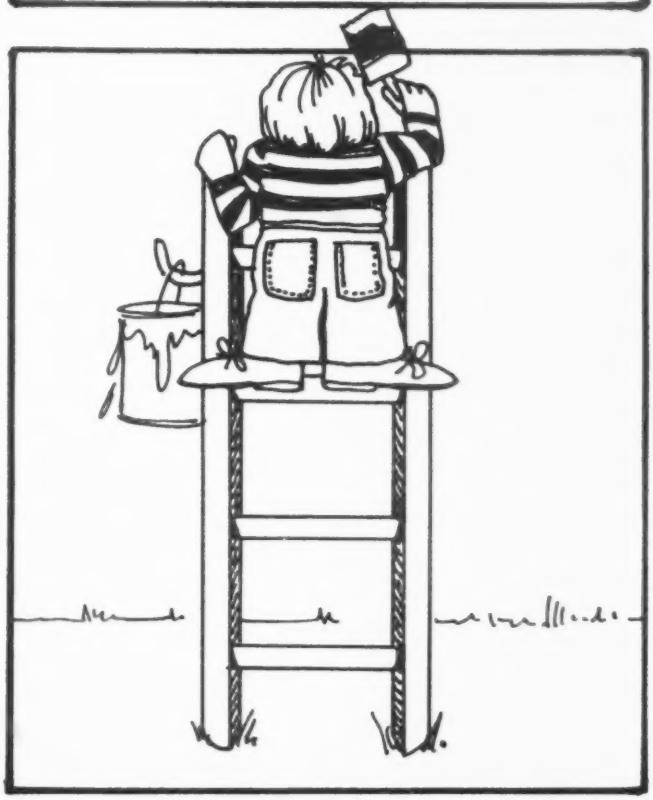
Circle the largest tree.

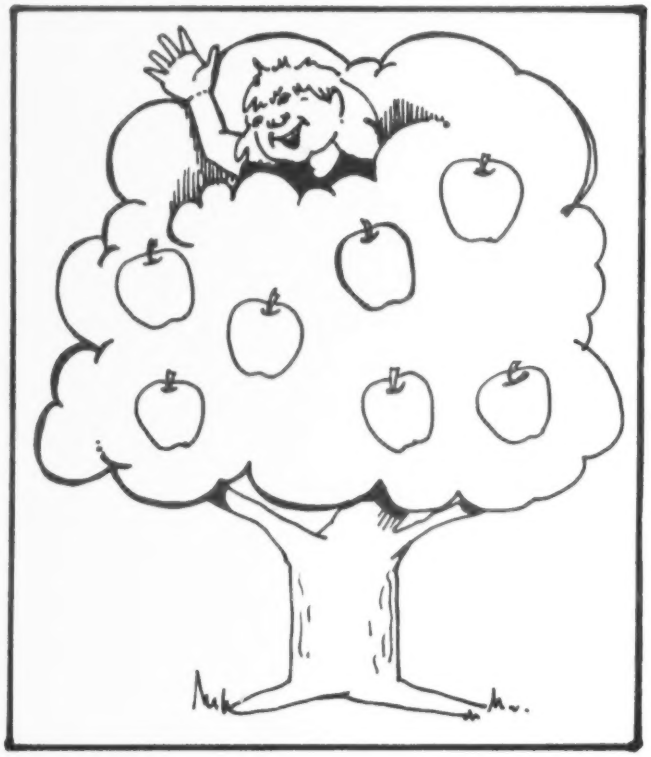


Name _____

Place an X through the object on top.







Name _____

Color by number.

1	2	3	4	5
Blue	Red	Yellow	Green	Orange

Name _____

MATCHING PAIRS

Draw lines to match each pair of shoes.

TAMMY'S TREE HOUSE

This activity is used to develop skills in counting, color recognition, and grouping.

Use the step pattern to trace and cut out enough steps for each child to have either nine or twelve steps. One variation of this activity calls for cutting out of colored construction paper steps each of three different colors. This variation would involve having children paste all nine steps on the tree using an alternating color pattern, for example, red, blue, green, etc. A fourth color can be added to make a total of twelve steps for students further advanced. Typical questions include:
clude:

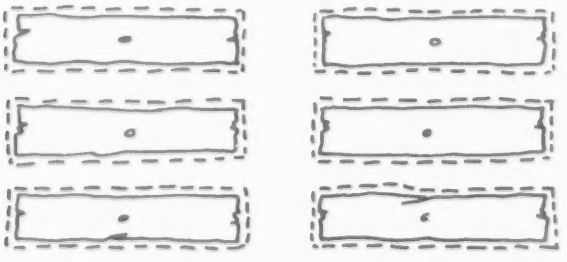
How many steps are there altogether?
How many steps are there of each color?

Children can also group the steps together in colored patterns. For example, the teacher says, "Place all the blue steps on the bottom; next, place the red steps and finally place the green steps." Typical questions include:

How many different colors of steps do you count?
How many steps are there of each color?
How many steps are there altogether?

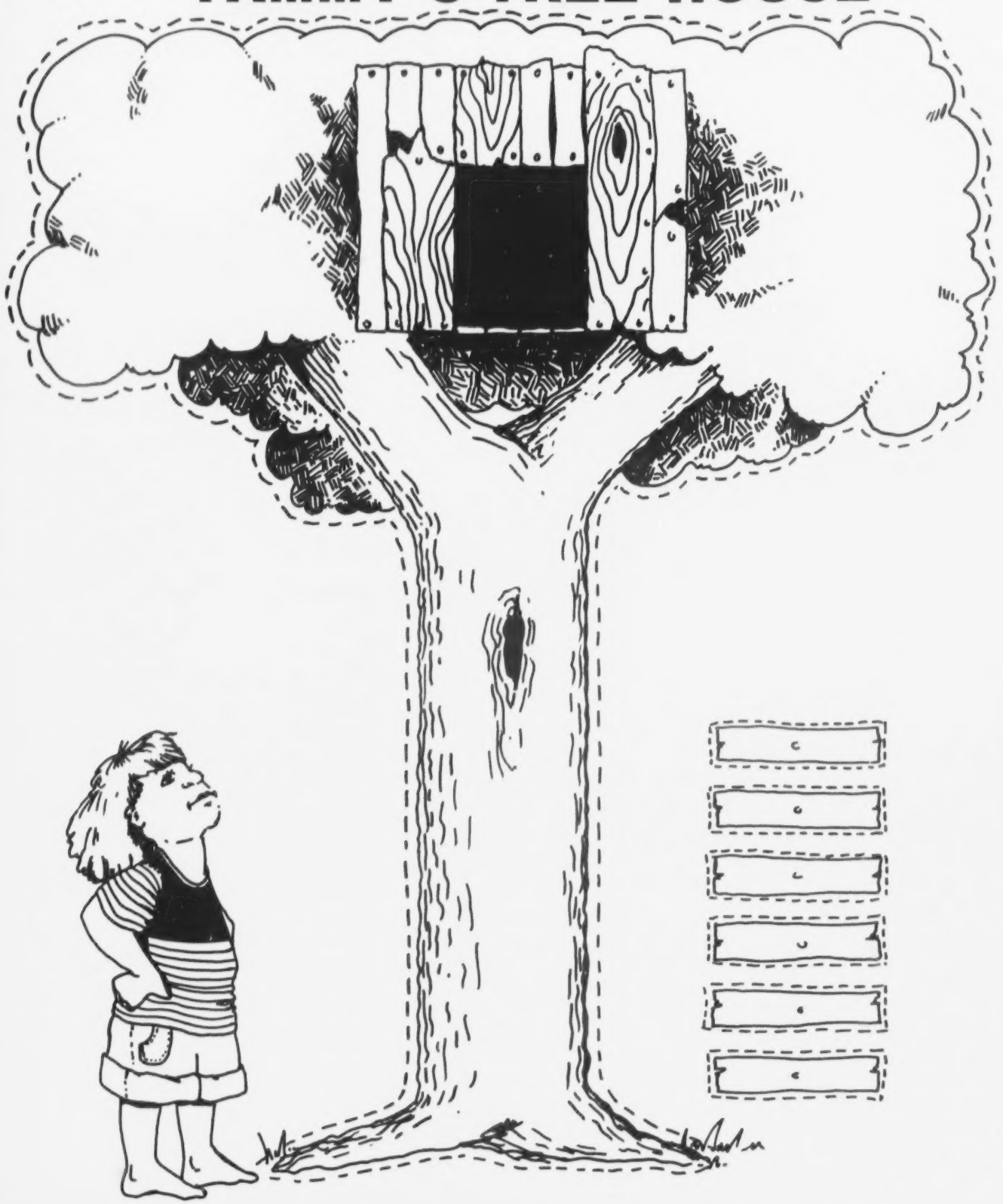
A final variation of this activity requires that the children themselves do their own coloring. Simply give them nine (or twelve) steps. Let them paste each on the tree. Kids then should color according to their own coloring patterns.

Ask each to tell how many of each color he has.
What was the total number of steps?
Why are there so many different answers?



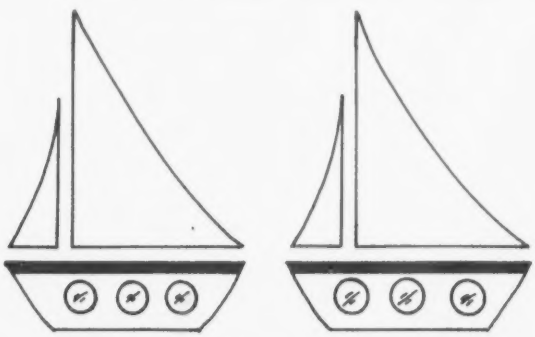
Name _____

TAMMY'S TREE HOUSE



Name _____

Circle the right number of items you count in each set.



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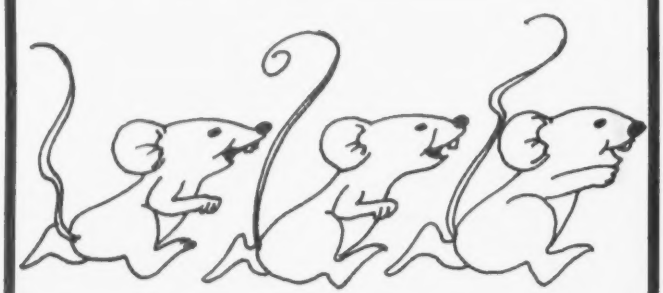

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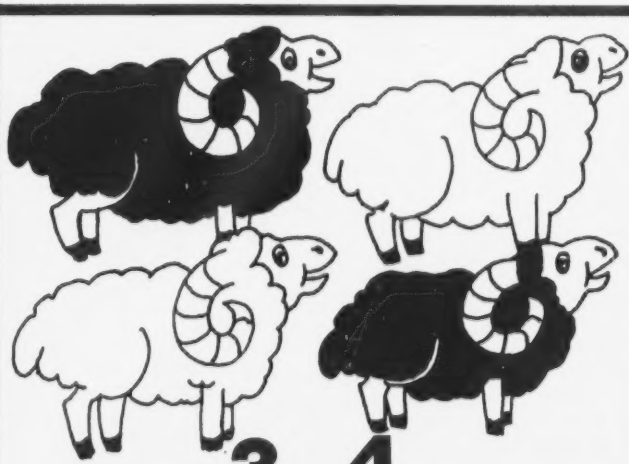

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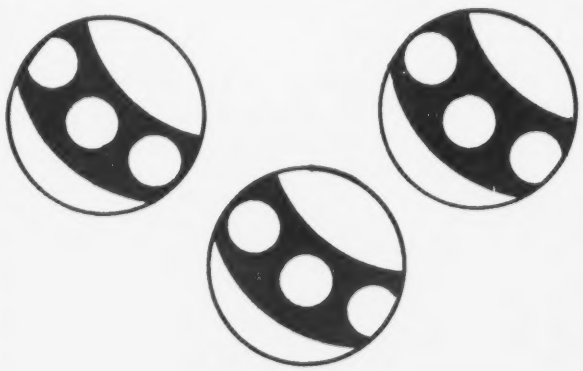

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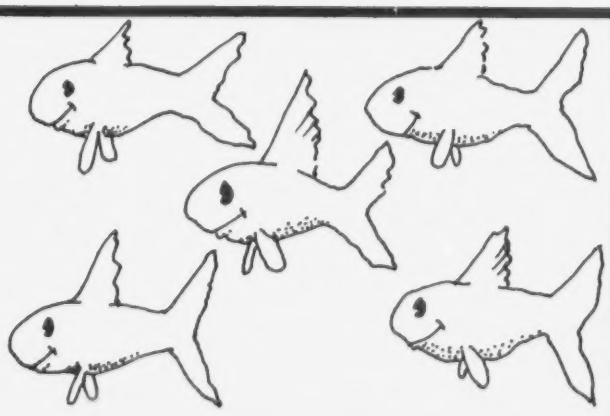

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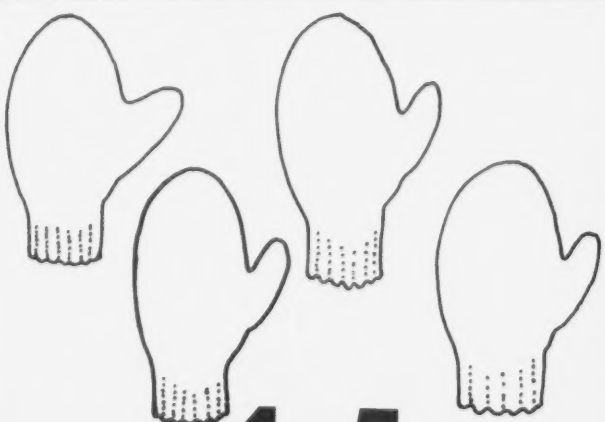


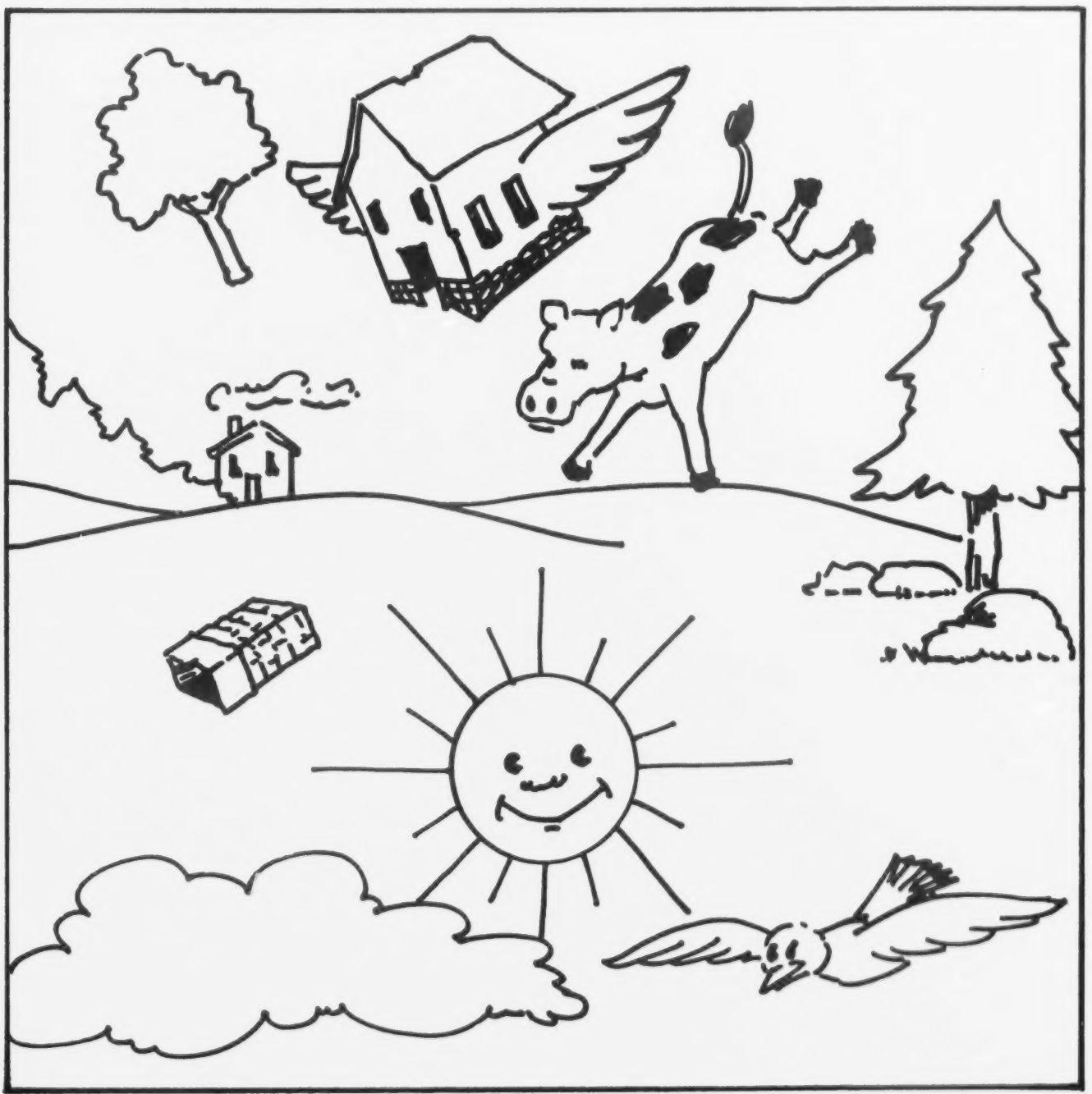
4 5

14

Name _____

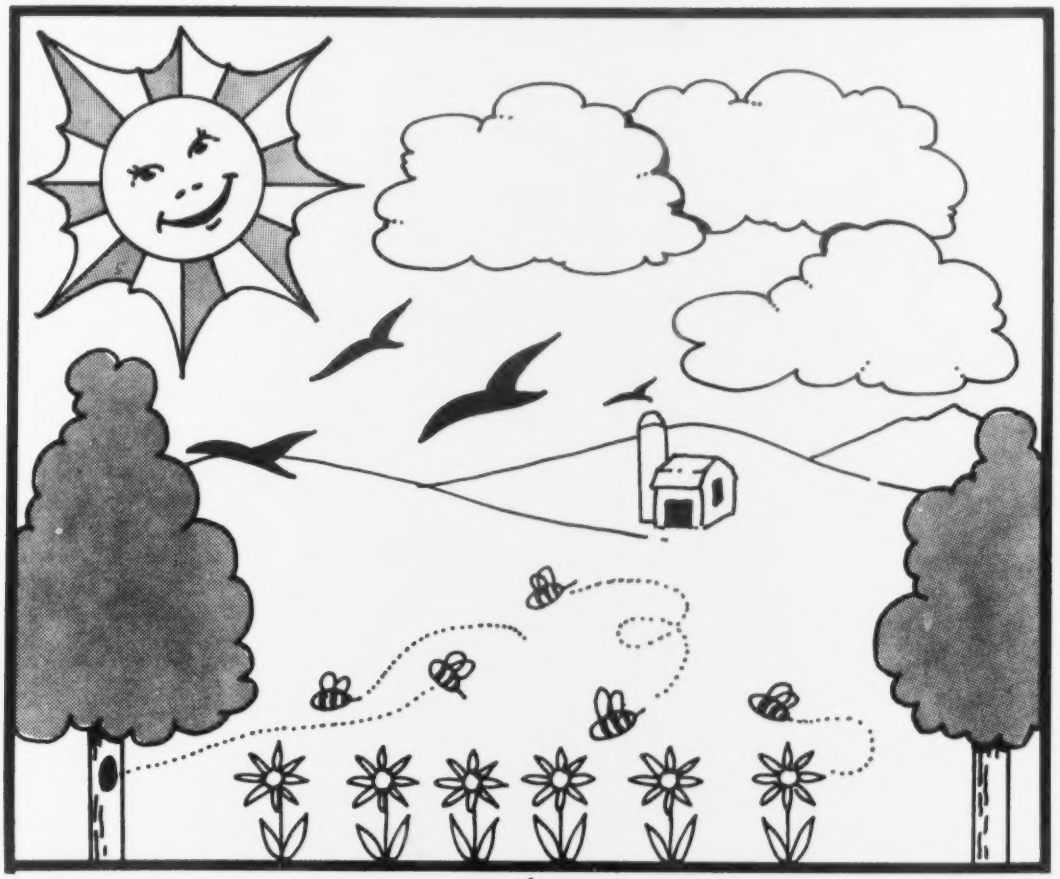
WHEN UP IS DOWN

Color all the things that are down, but should be up, blue. Then color those things up that should be down, red.



Name _____

Look at this picture. Count the number of each thing, and write the correct number in the box below.



How many ? ☐

How many ? ☐

How many ? ☐

How many ? ☐

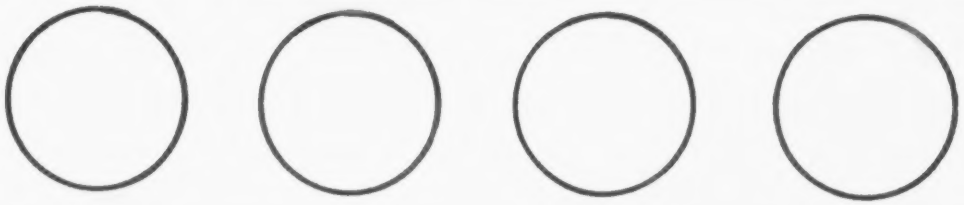
How many ? ☐

How many ? ☐

16

Name _____

4



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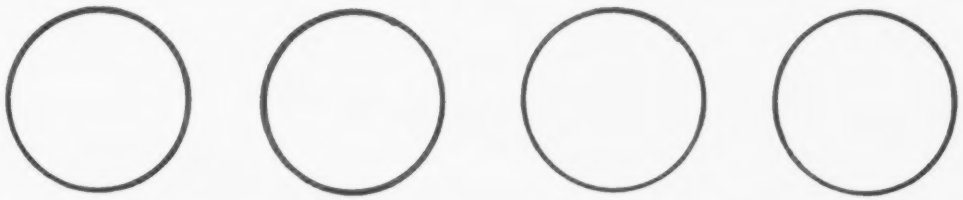
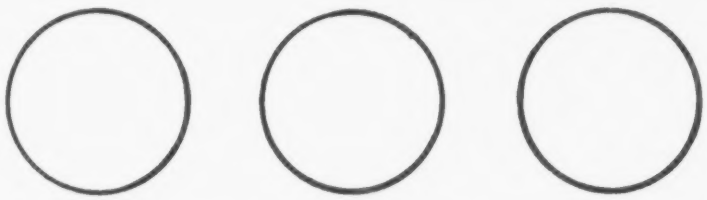


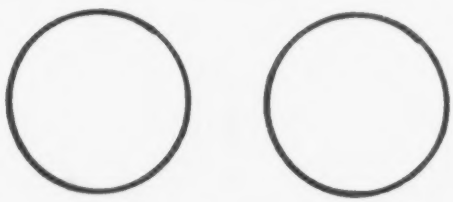
There are 4 circles above. Place an X through any 1. How many circles are left? Put the number on the blank line.

_____



There are 3 circles above. Draw 1 more circle. How many circles are there now? Put the number on the blank line.

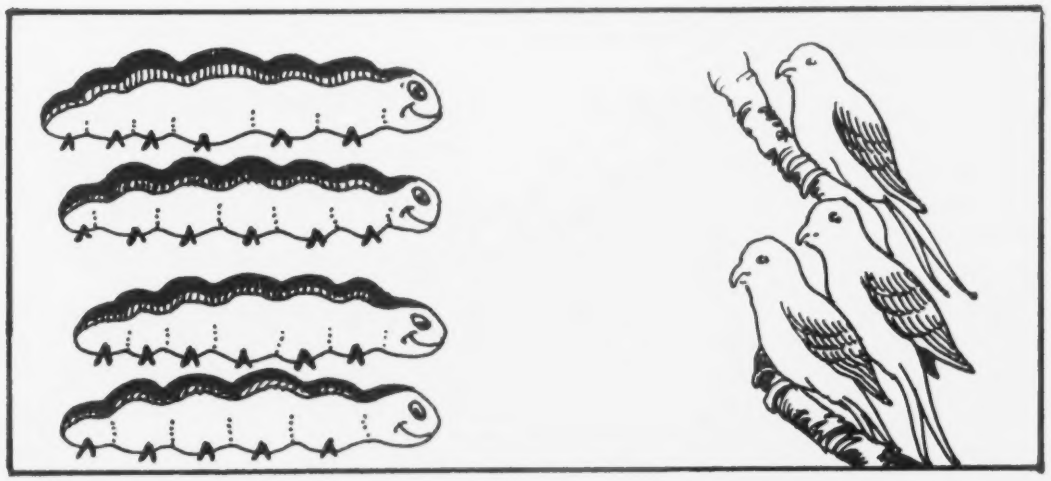
_____

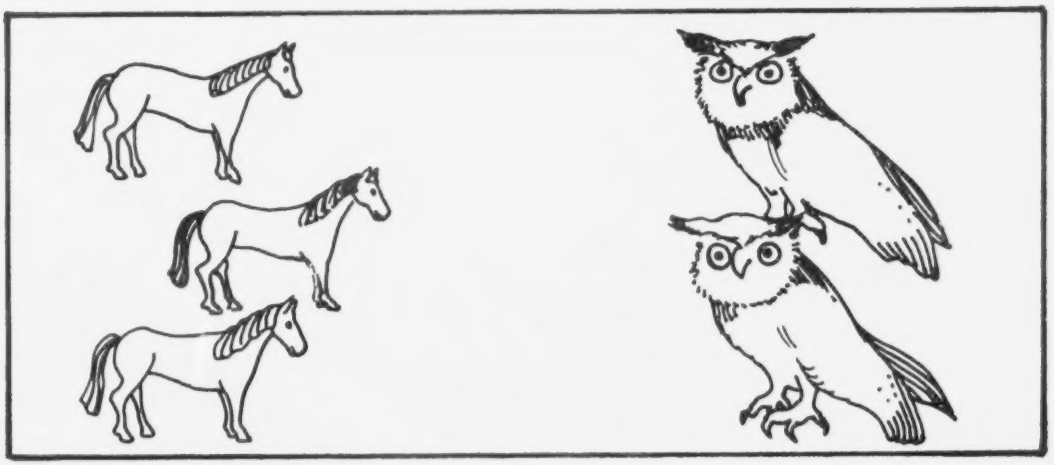


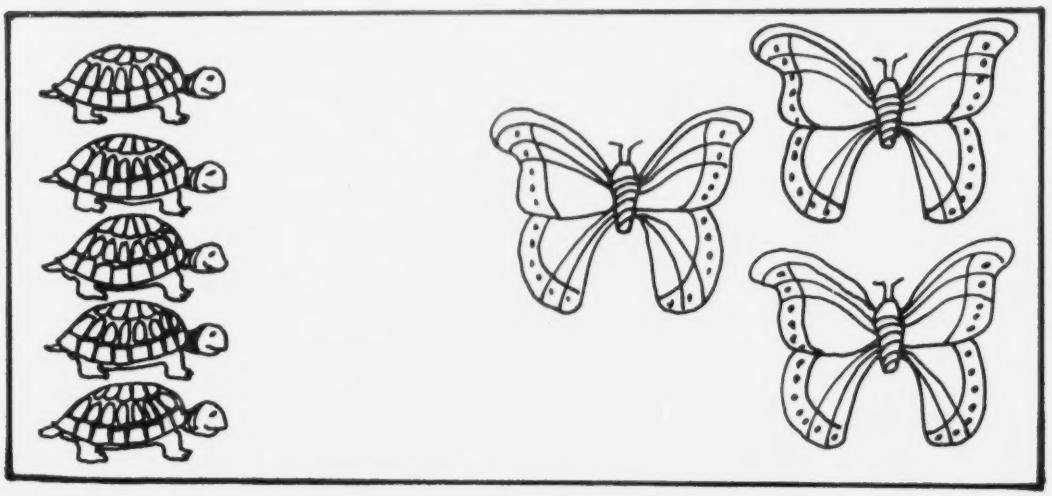
There are 2 circles above. Draw 2 more circles. How many circles are there now? Put the number on the blank line.

Name _____

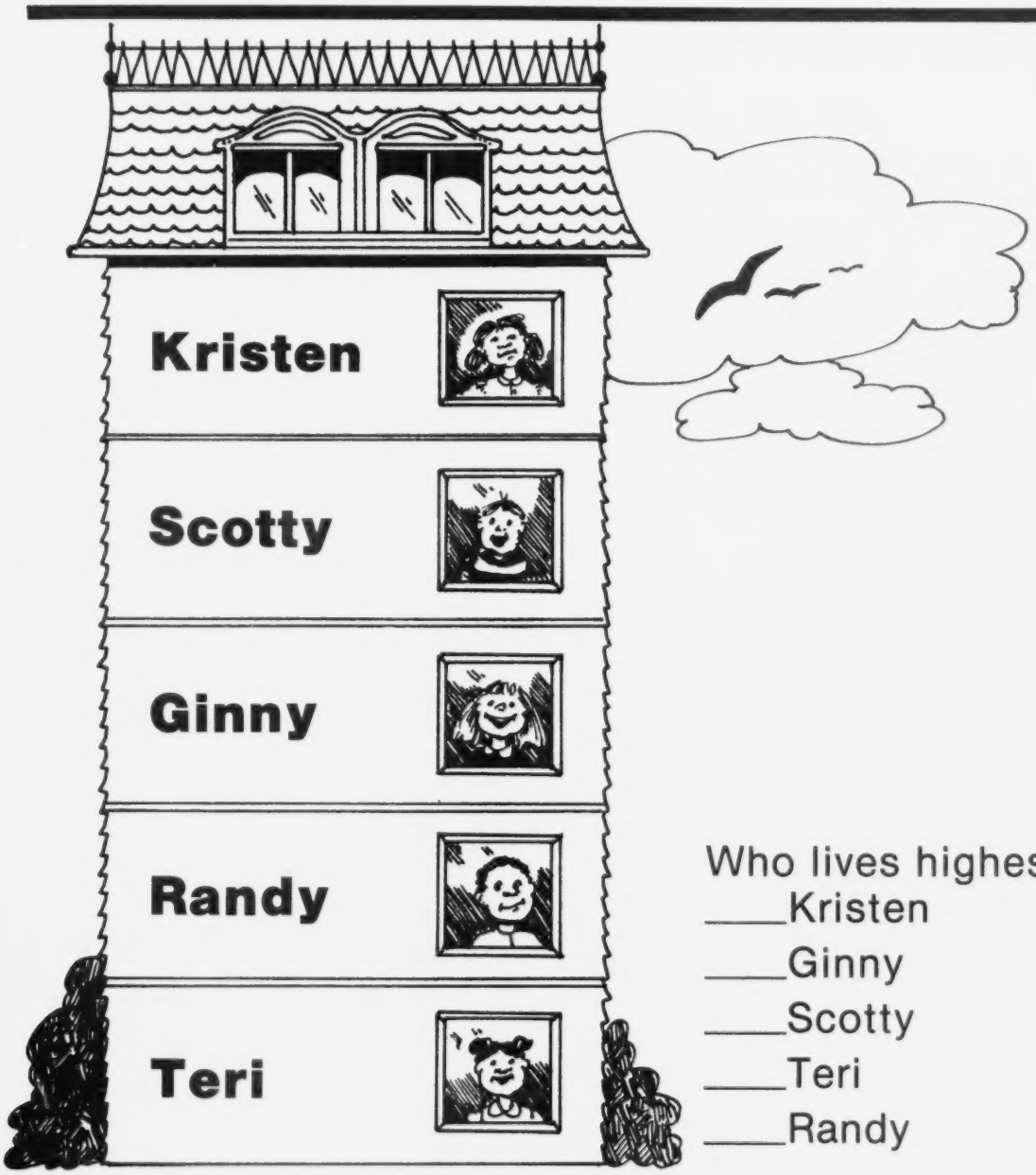
Which has more? Count by drawing lines in each picture. Then put a big X over the row of pictures that has more.







Name _____



Who lives highest up?

____Kristen
____Ginny
____Scotty
____Teri
____Randy

Who lives in the middle?

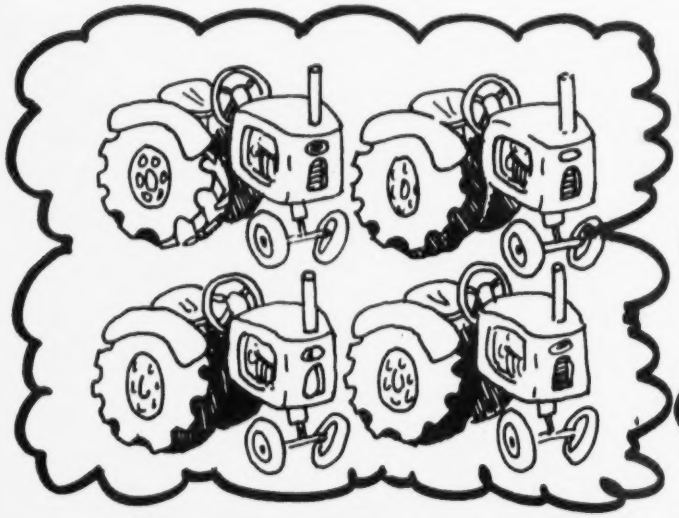
____Teri
____Kristen
____Ginny
____Randy
____Scotty

Who lives farthest down?

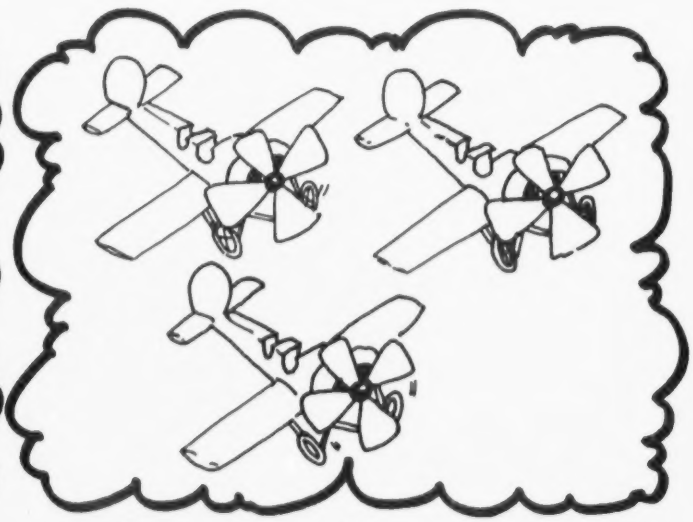
____Ginny
____Randy
____Scotty
____Teri

Name _____

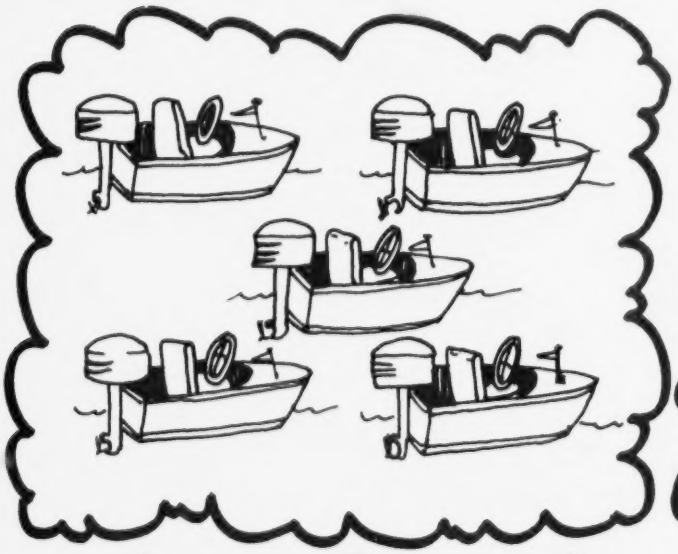
Circle the right number.



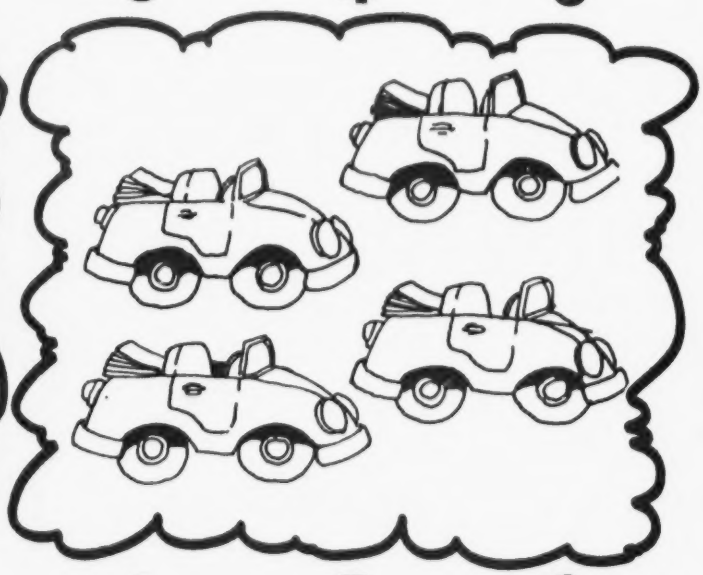
3 4 5



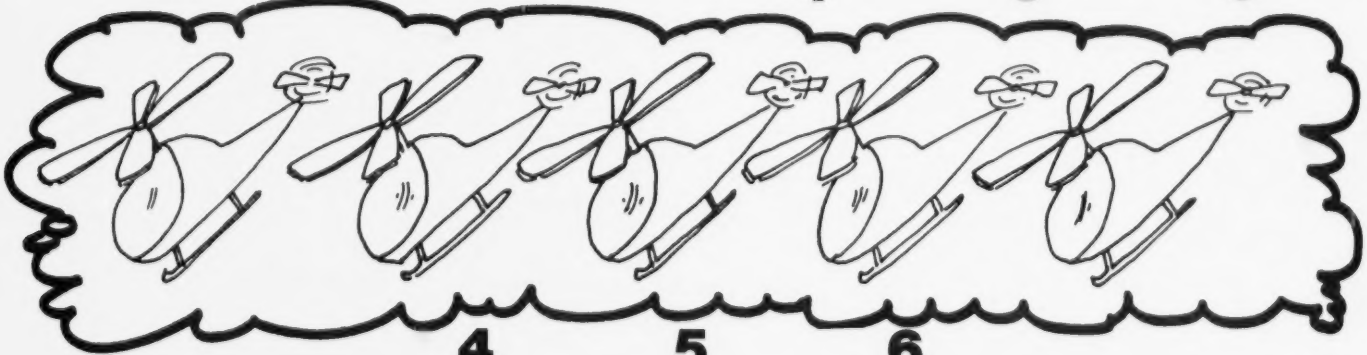
3 4 5



4 5 6



4 5 6

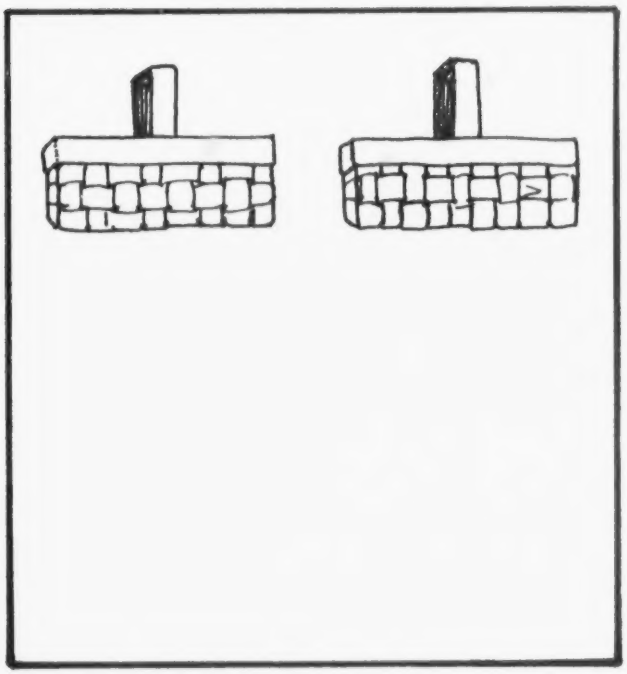


4 5 6

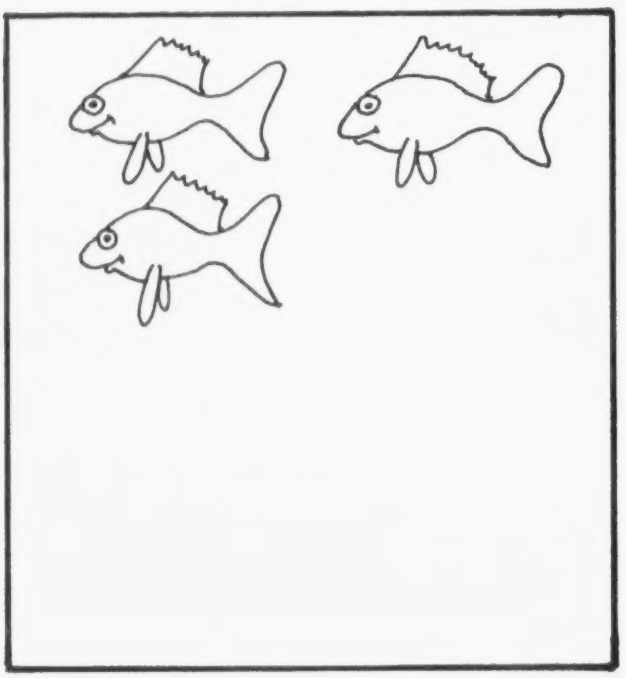
20

Name _____

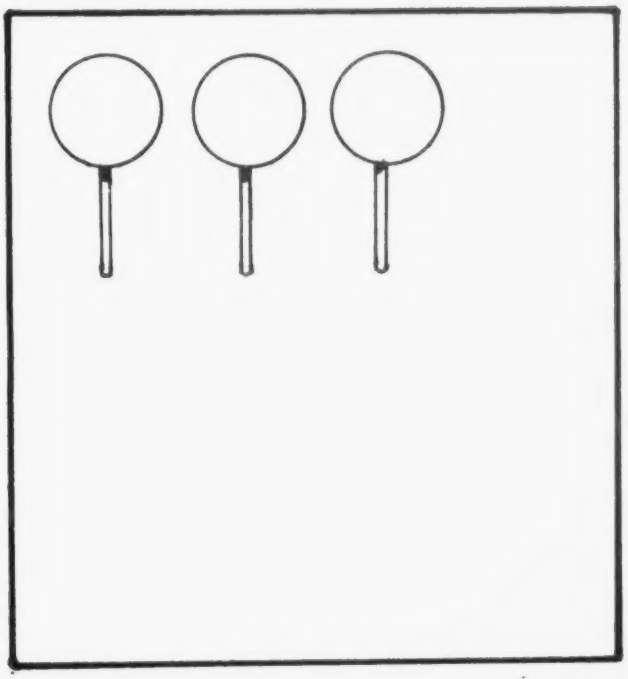
Draw enough baskets to make 5.



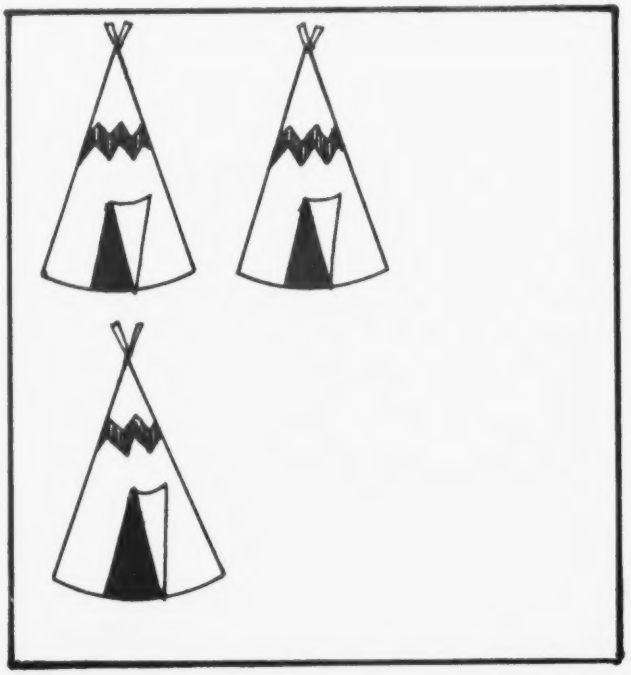
Draw enough fish to make 7.



Draw enough lollipops to make 8.

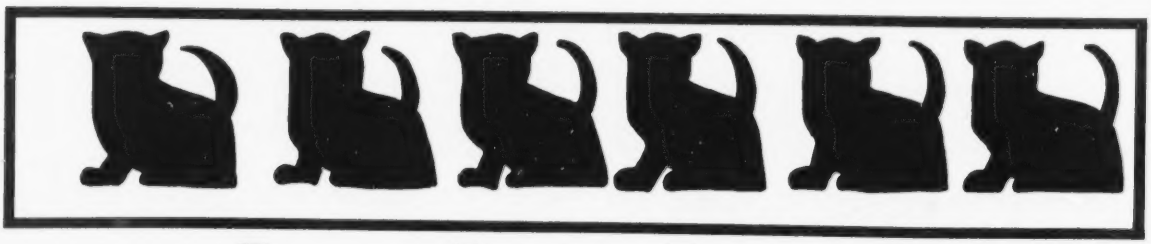


Draw enough teepees to make 6.

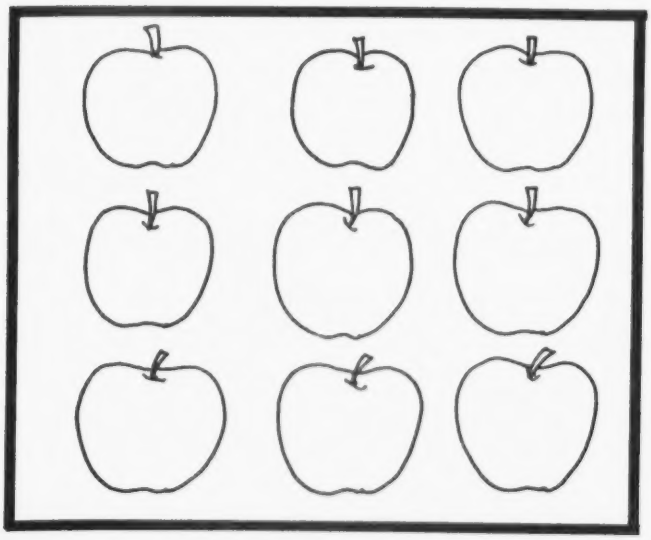


Name _____

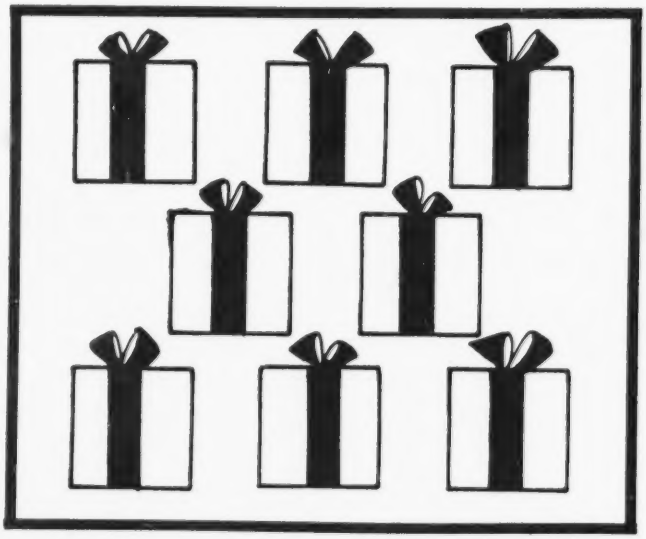
Circle the right number.



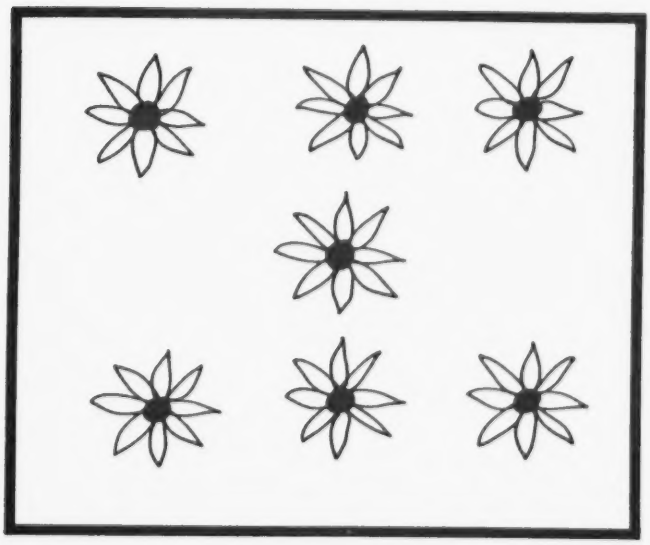
5 6 7 8



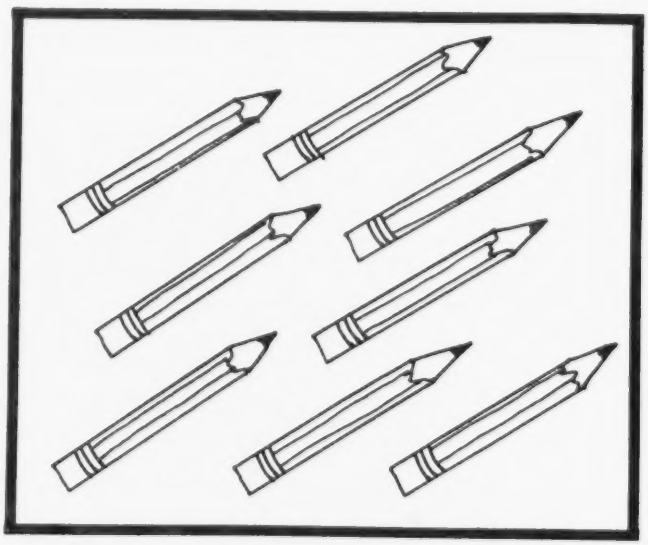
6 7 8 9



5 6 7 8



5 6 7 8



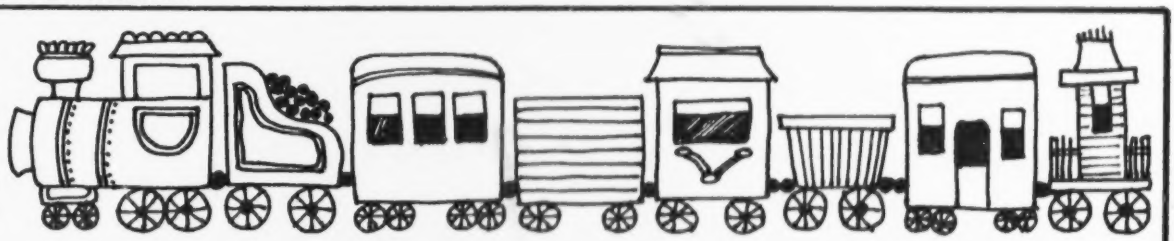
6 7 8 9

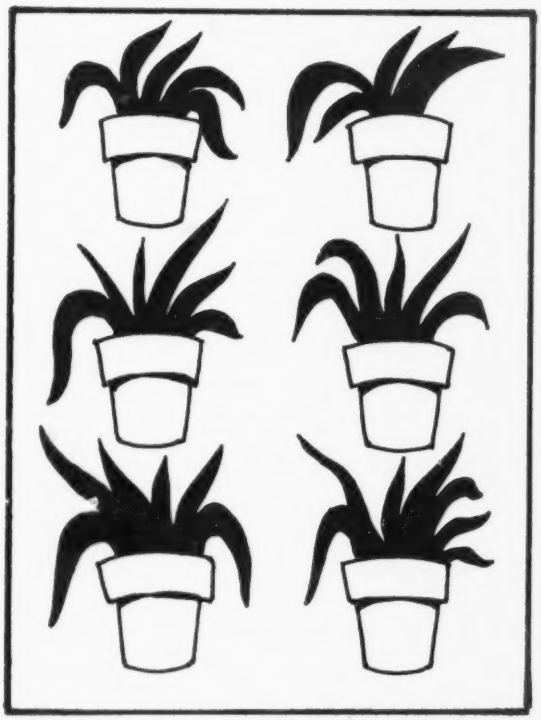
22

Name _____

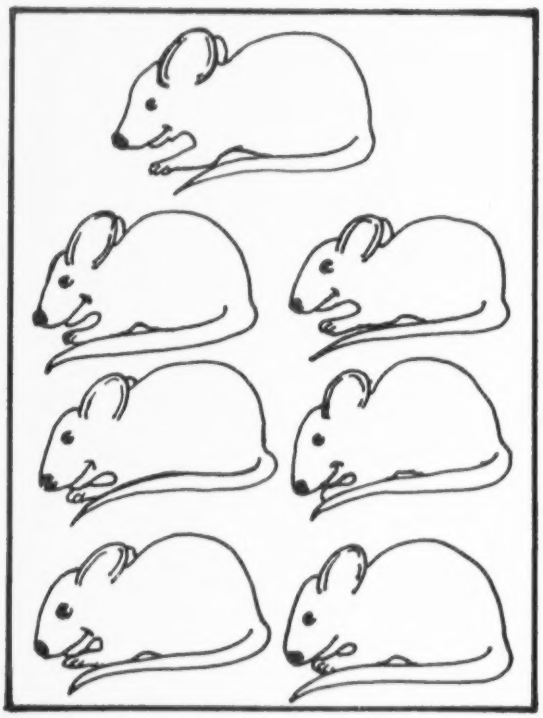
Draw a line from the 8 to each of the cars in the train. Then count the lines. How many cars are in this train?

8

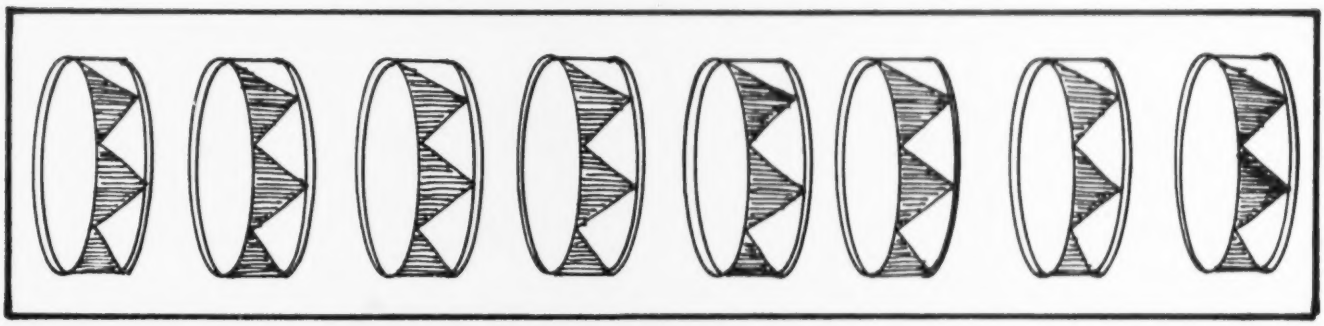




8



Draw lines to the pictures with 8.



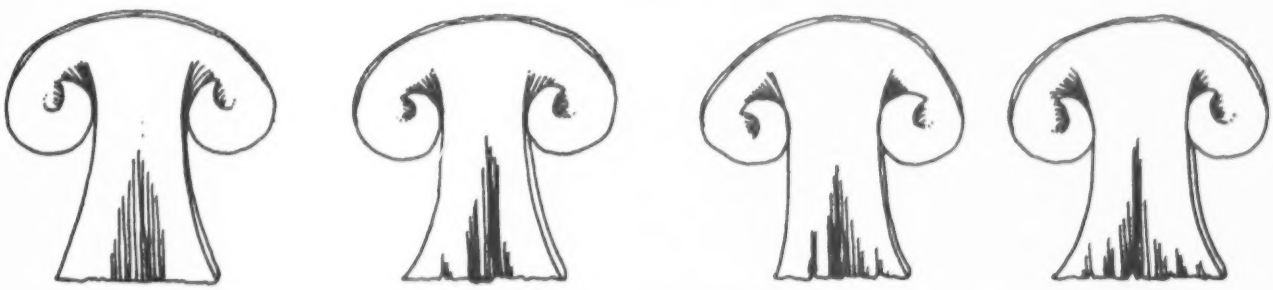
PIZZA SHACK

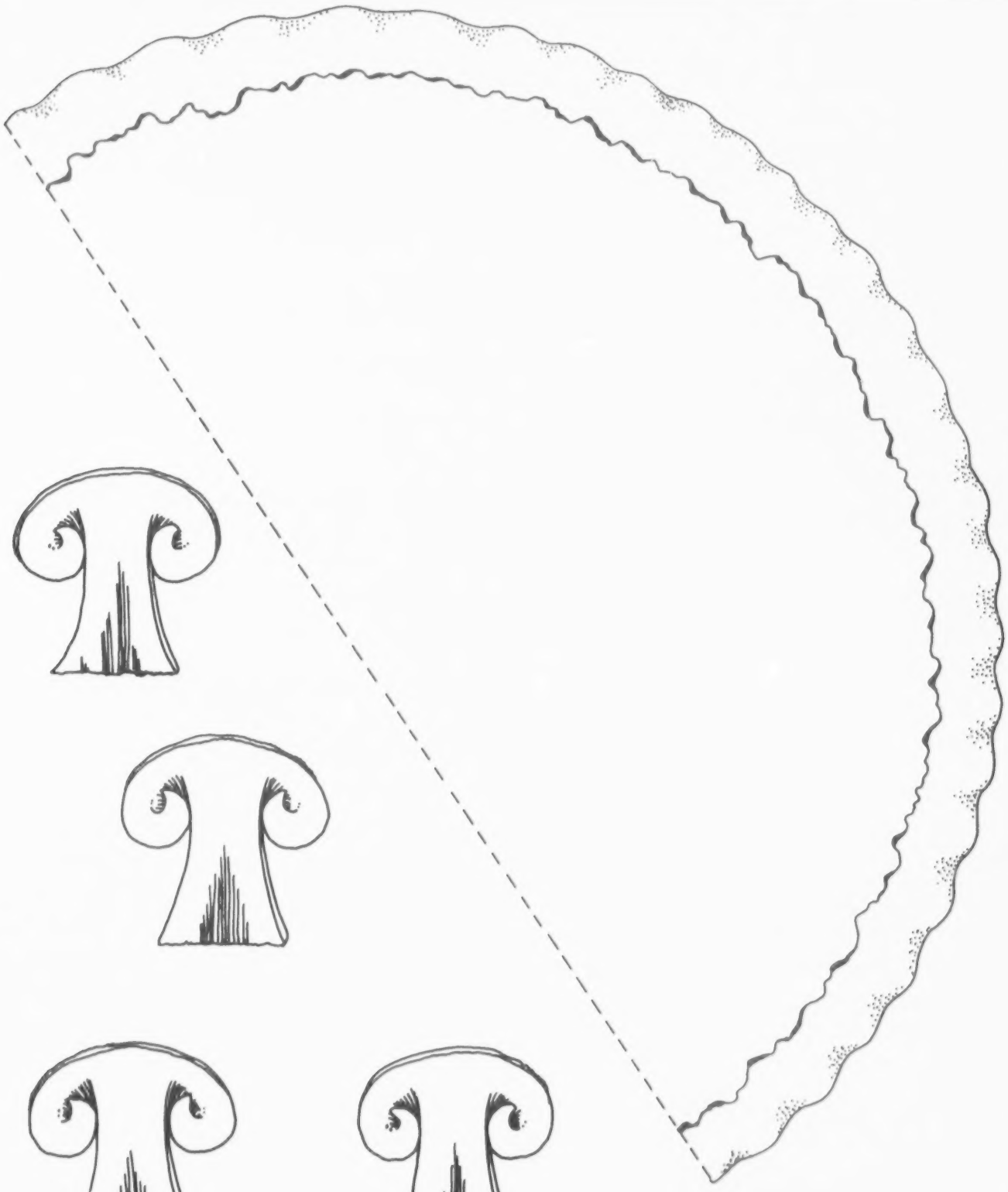
Use ½ circle pattern: trace and cut open to give full circle. Also, cut out mushroom patterns and place on pizza.

Children fold the pizza in half and cut. How many pieces do they now have? Paste two mushrooms on each piece. Children now cut each half in two. How many pieces do we now have? There should now be four pieces! Are all the pieces the same size? How many people could share this pizza, if each had one piece? How many people could share this pizza if each person had two pieces?

Put pieces back together to form a complete pizza. How many pieces are there in the whole pizza? If four people shared this pizza, how many mushrooms would each person get?

*You could follow this with a real pizza party, where kids get together in groups of four each. Before eating the pizza, children recap what they learned if this were a paper pizza.





Name _____

Circle the number of objects indicated in each box.

2

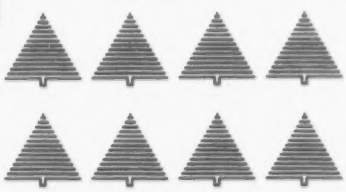
4

1

7

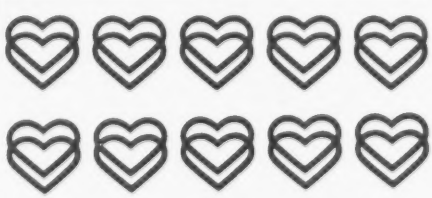
3

5



6

8



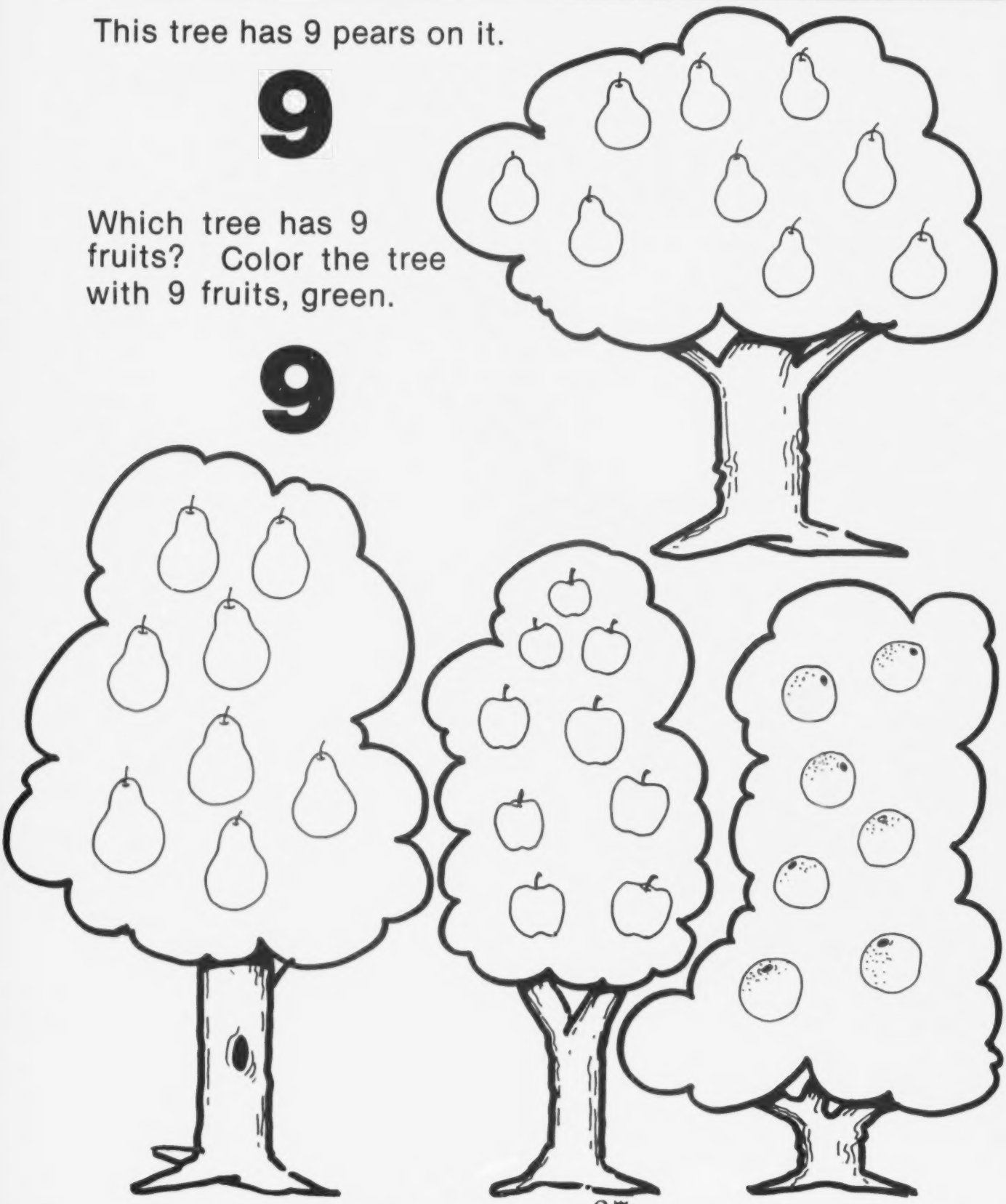
Name _____

This tree has 9 pears on it.

9

Which tree has 9 fruits? Color the tree with 9 fruits, green.

9



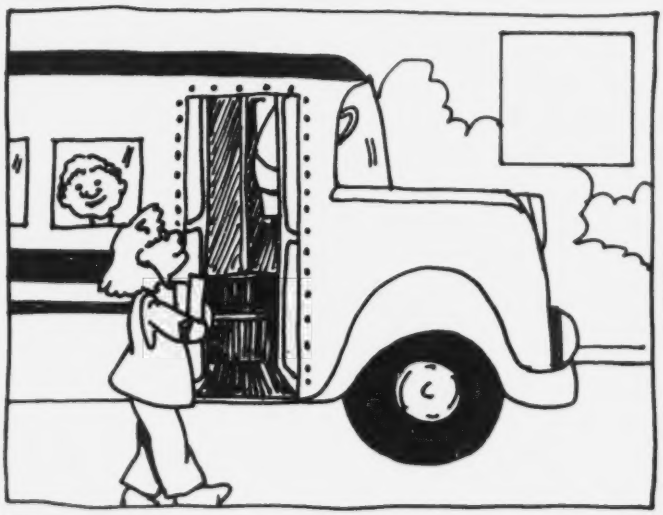
Name _____

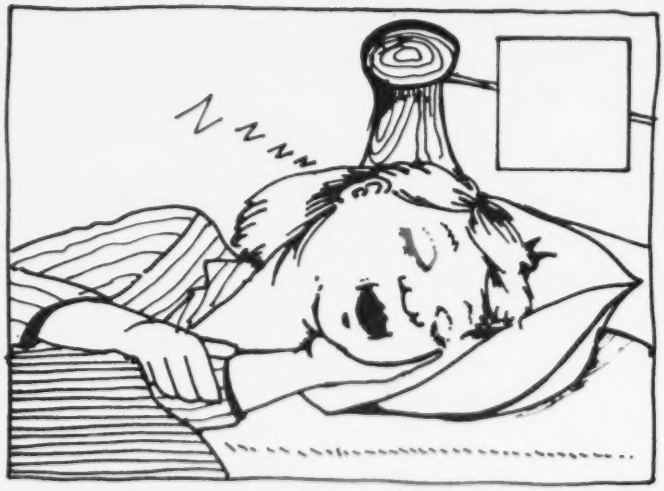
SEQUENCING

Arrange the pictures in this story in the right order for fixing a pizza by writing in the numbers 1-6 in the boxes provided.

Name _____

Help Amy get ready for school by numbering each picture in the right order.





Name _____

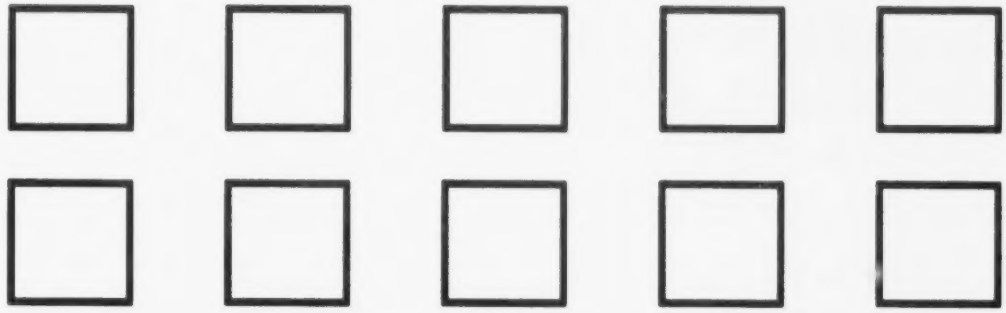
SALT AND PEPPER

Draw a line from each number to the shaker with the right number of holes.

Name _____

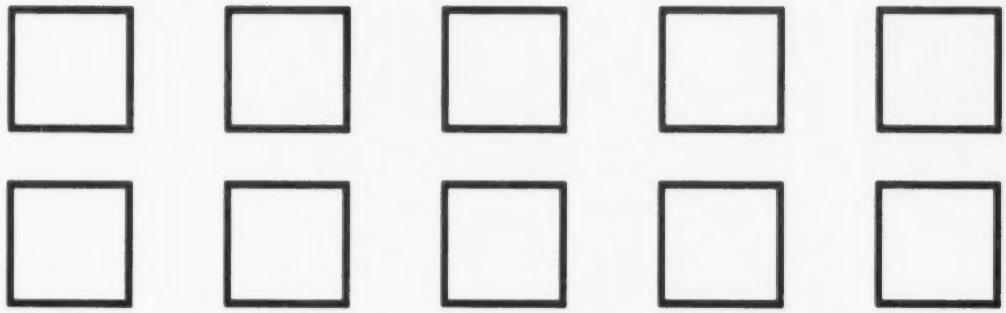
There are 10 boxes below. Color all ten of them red.

10



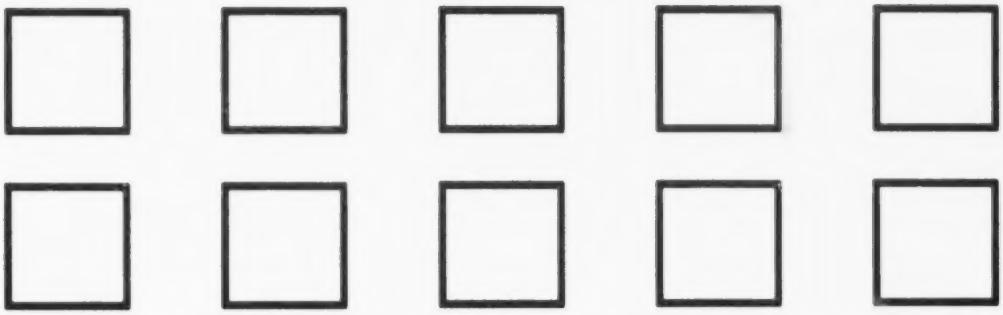
Color the right number of boxes blue.

8



Color the right number of boxes yellow.

9

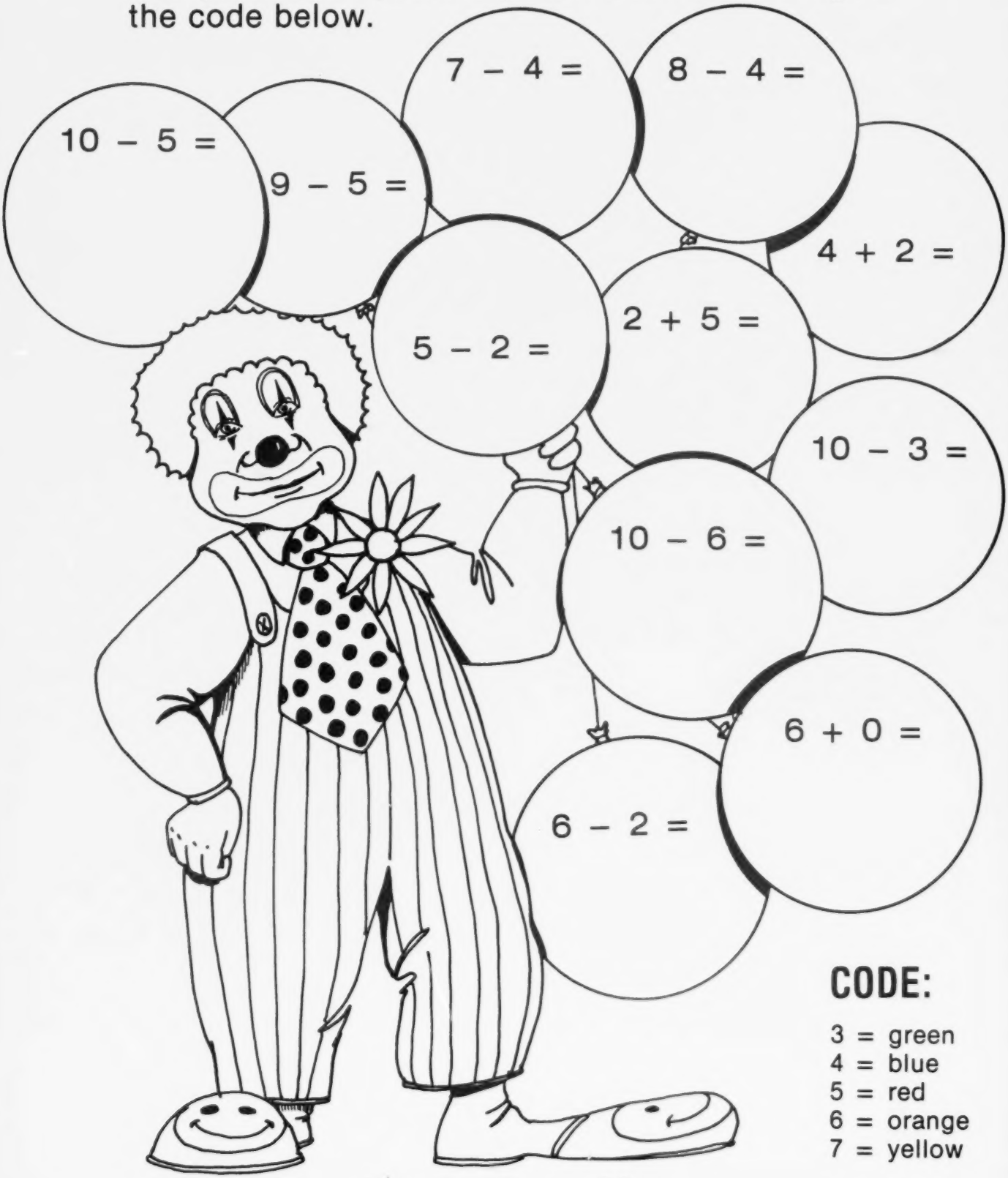


Name _____

Draw a line from each word to its number.

Name _____

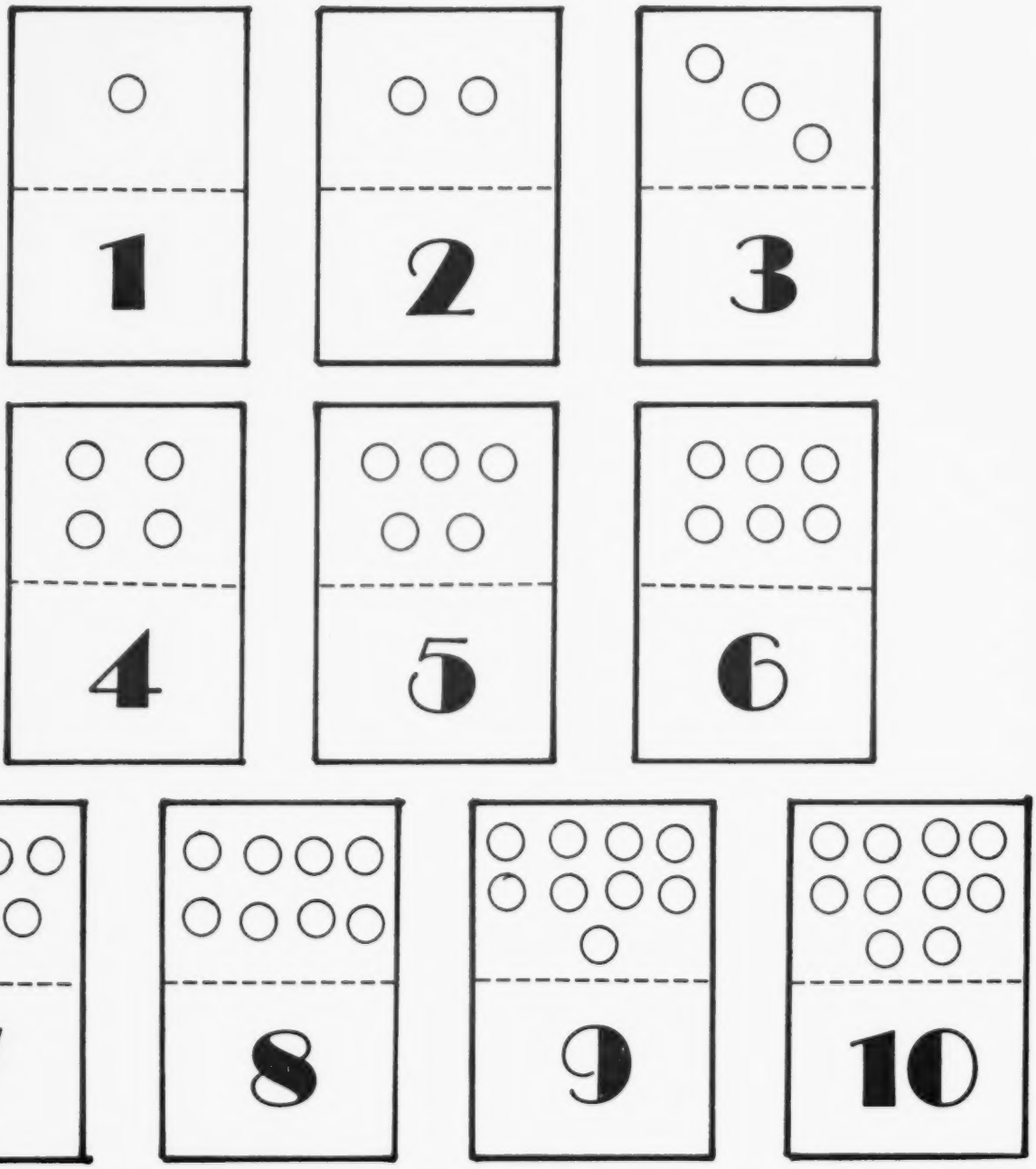
Complete each problem; then color according to the code below.



CODE:

3 = green
4 = blue
5 = red
6 = orange
7 = yellow

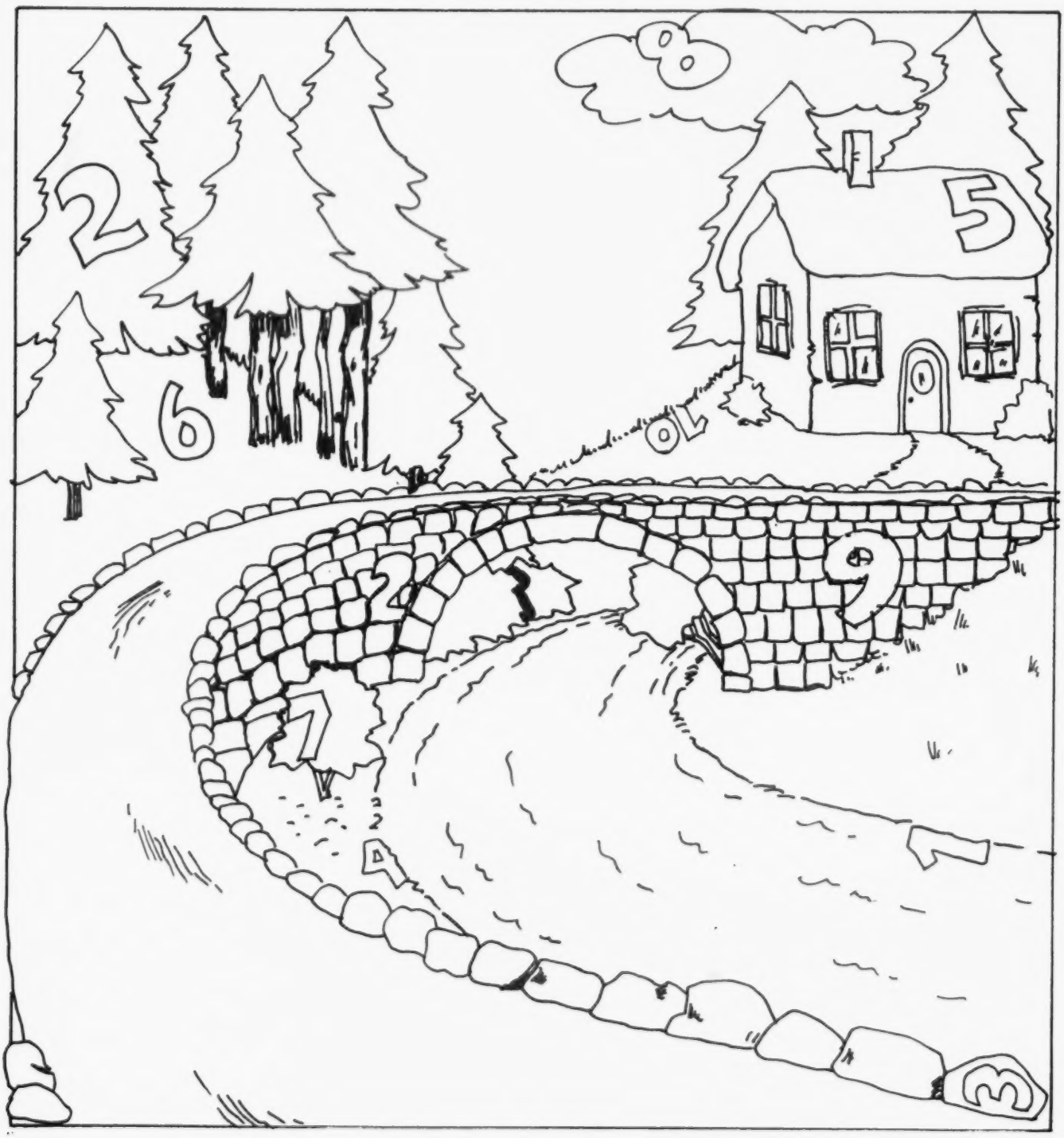
Cut out and mount on heavy paper. Punch holes in each of the papers as indicated. Fold in half on dotted line so that papers will stand up. Child then places golf tees (or short sticks) into holes as indicated and identifies number on reverse side. Mix them up and have child line them up in proper order.



Name _____

HIDING NUMBERS

Color all the hidden numbers, blue. Color the rest of the picture any colors you like.

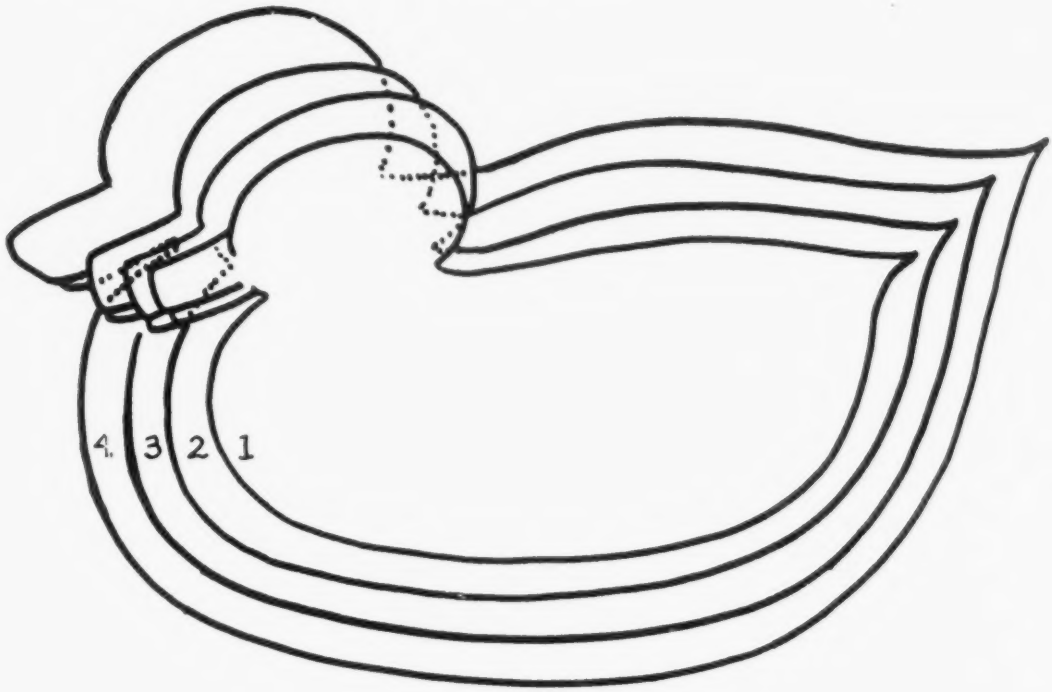


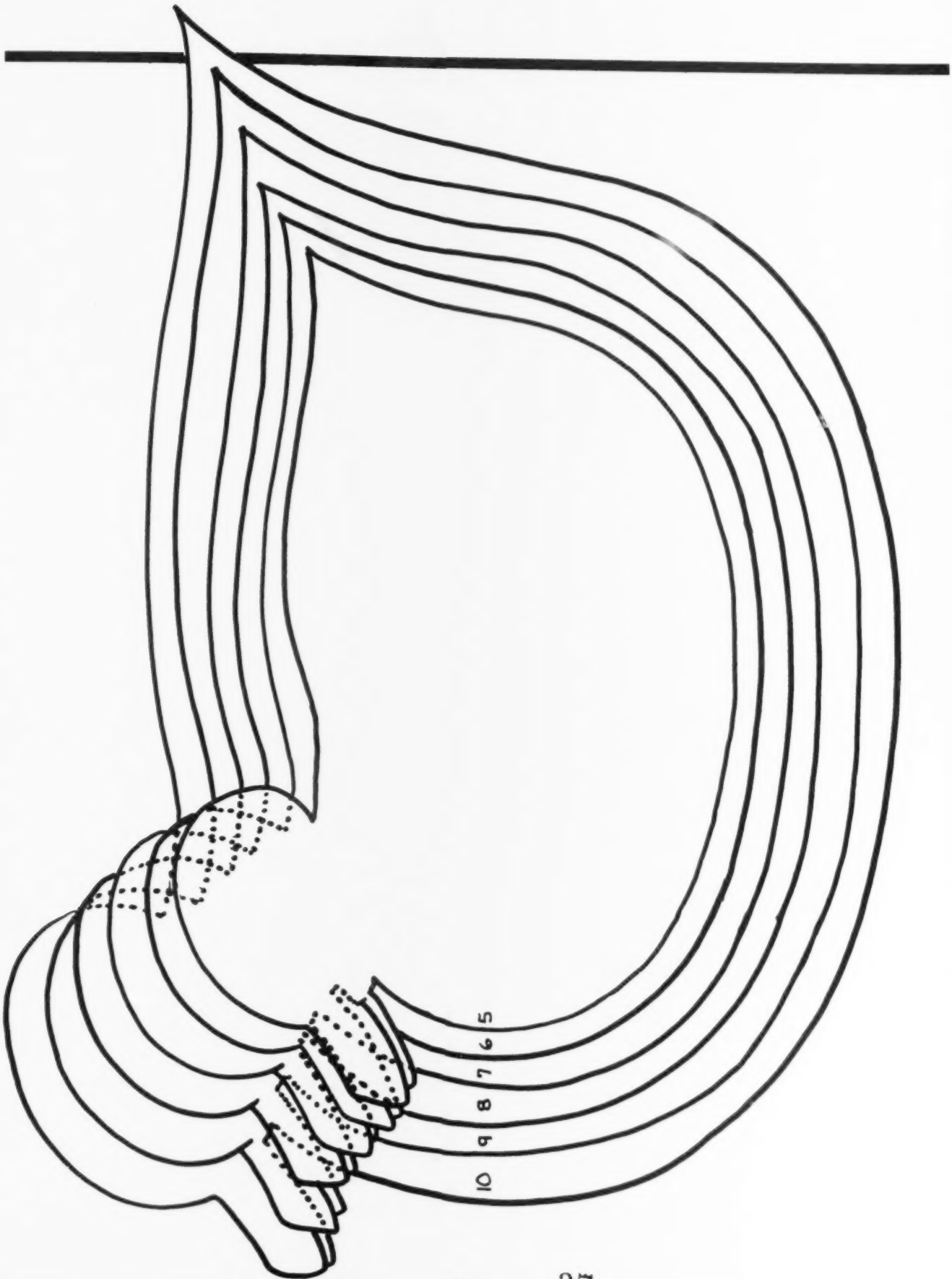
Name _____

DUCKING AROUND

Children are asked to arrange the ducks from smallest to the largest. Trace a pattern of each duck for each child in class. Write the correct numeral on each. After ducks are cut out, students arrange ducks in numerical order (as well as size) from smallest to largest in a line beginning at the left and concluding with the largest duck, which is number 10.

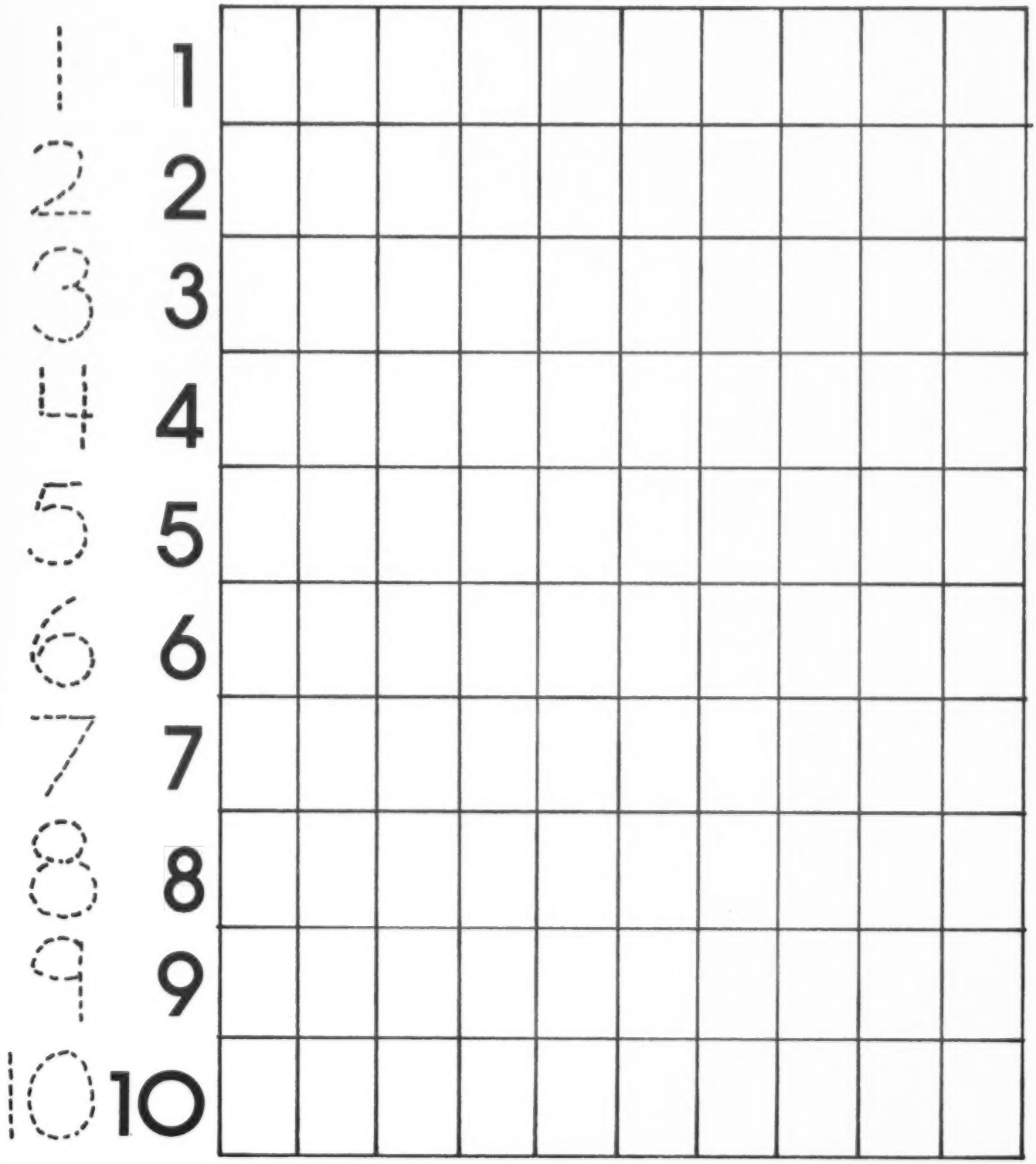
A variation of this activity that would be more difficult for children would be to omit the numbering of the ducks. Simply give each child ten ducks in a random order and assign each the task of arranging them in a left-to-right arrangement beginning with the smallest and concluding with the largest on the extreme right.




10
9
8
7
6
5

Name _____

Color the right number of boxes. Then write the number to the left by going over the dotted lines.



Name _____

Connect the dots from 1 to 10.

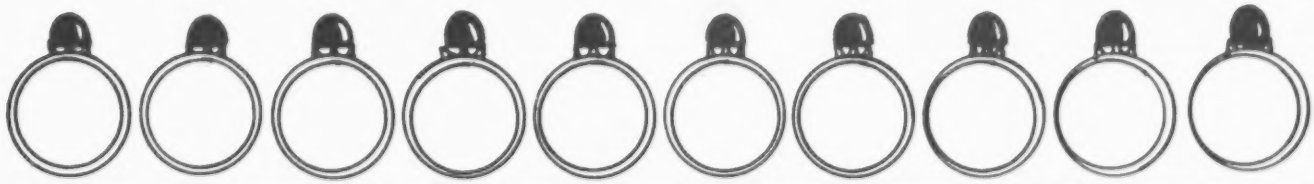
Name _____

SETS OF 10

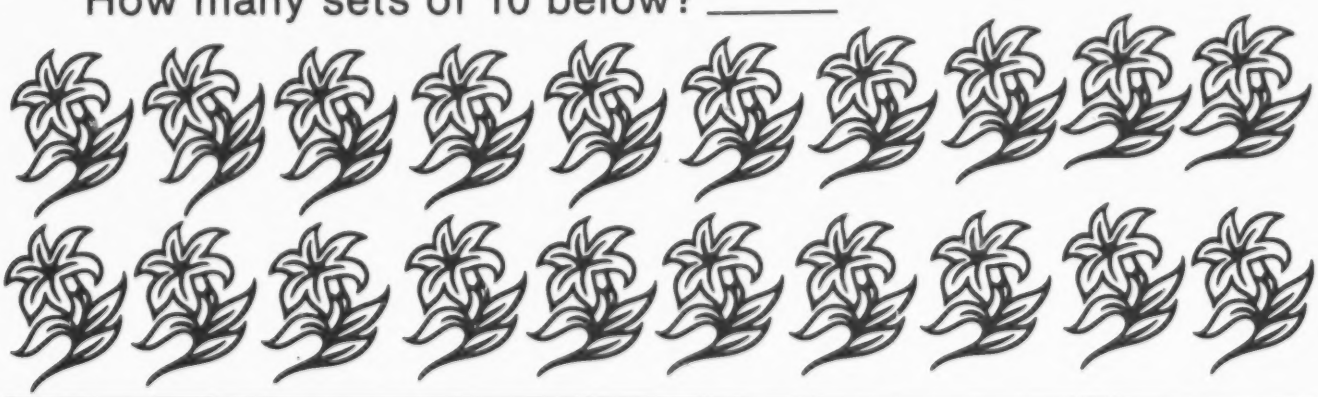
How many balls in this set? _____

How many trees in this set? _____

There are 10 rings in each set. How many sets of rings are there? _____



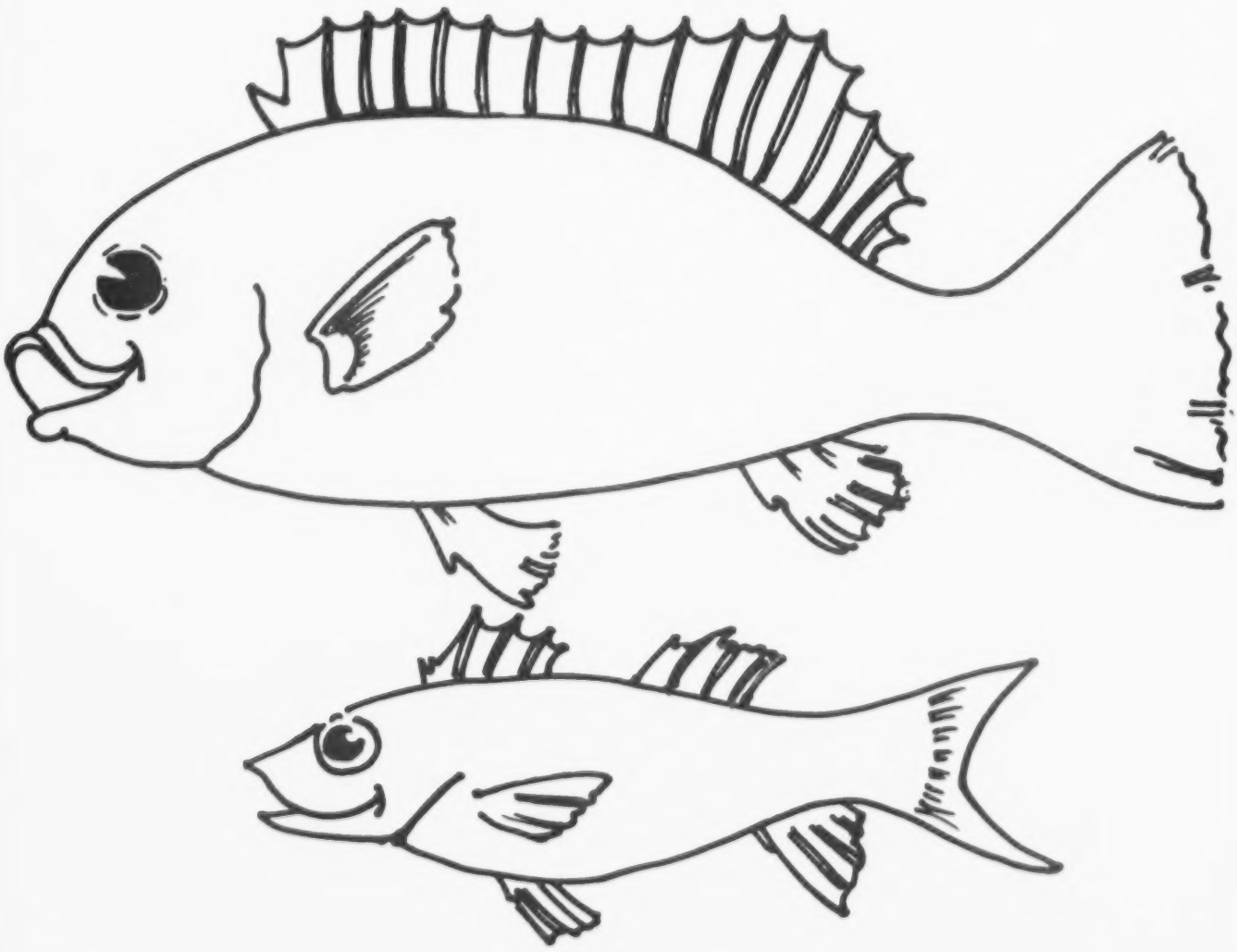
How many sets of 10 below? _____



How many sets of 10 below? _____

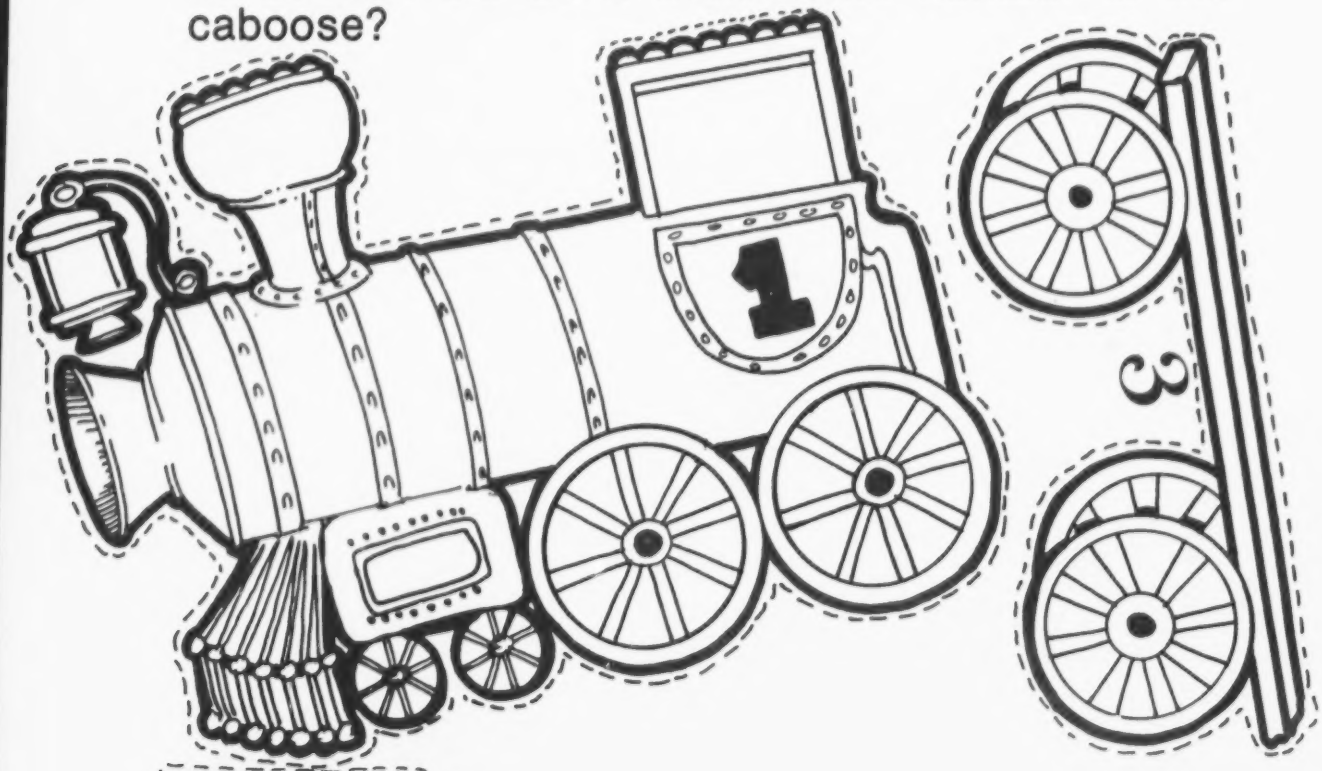
GOING FISHING

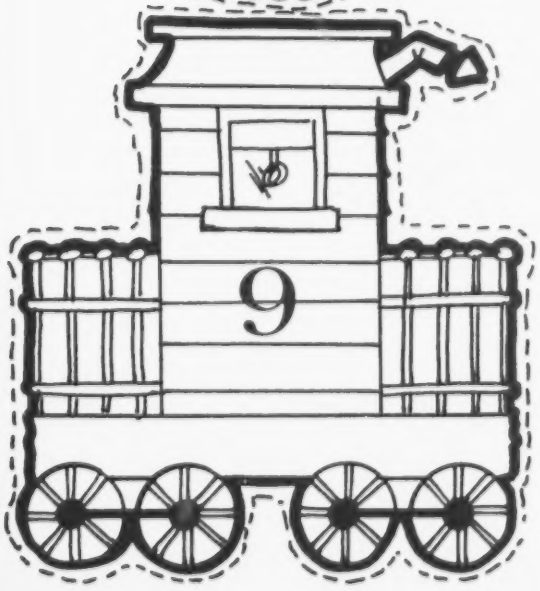
Reproduce the patterns of both the small fish and the large fish on this page ten times each. Color each fish using a light-colored marker. Using a black felt tipped pen, place the numeral "1" on a small fish, the numeral "2" on another, etc., continuing to number all ten of the small fish. Then place a corresponding number of scales on each of the large fish. Cover with Con-Tact paper to ensure durability. Children try to match correct numerals on small fish to number of scales on large fish.

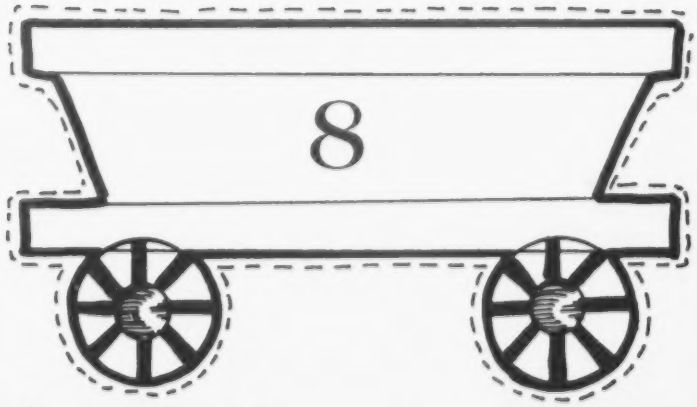


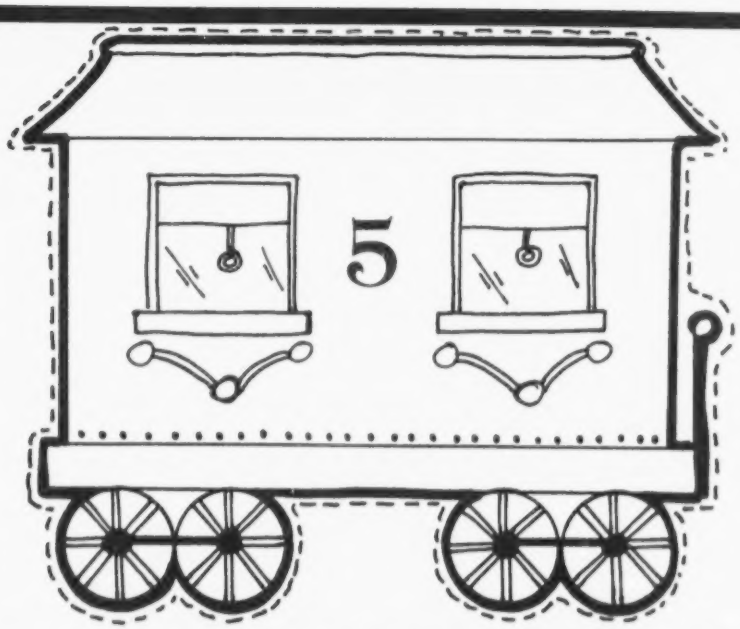
Name _____

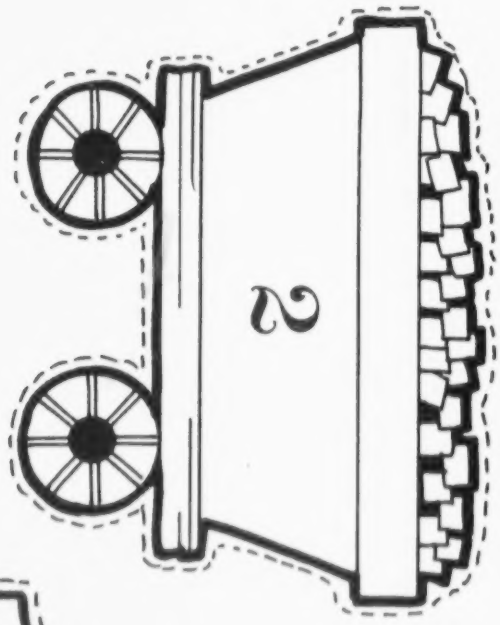
This train is all mixed up. First color the cars any color you like; then cut out the cars and place them in their proper order. The engine should be number 1. Put car number 2 behind the engine. Now put the rest of the cars in order. The caboose is the last car on a train. What number is the caboose?

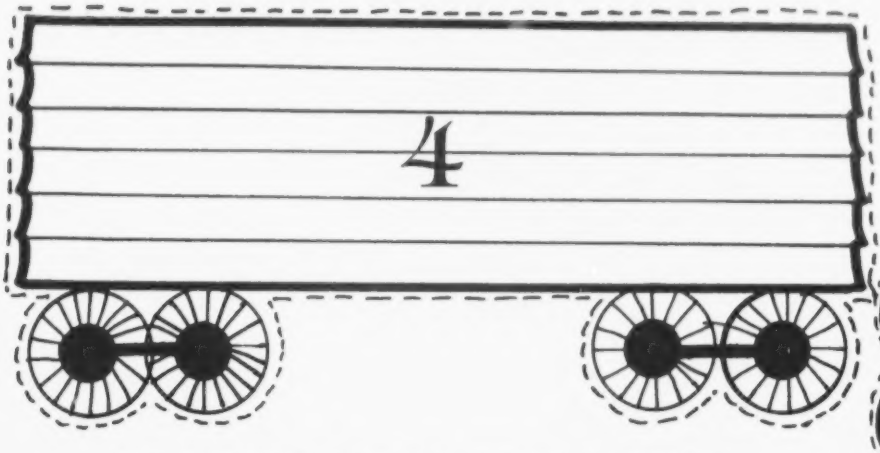


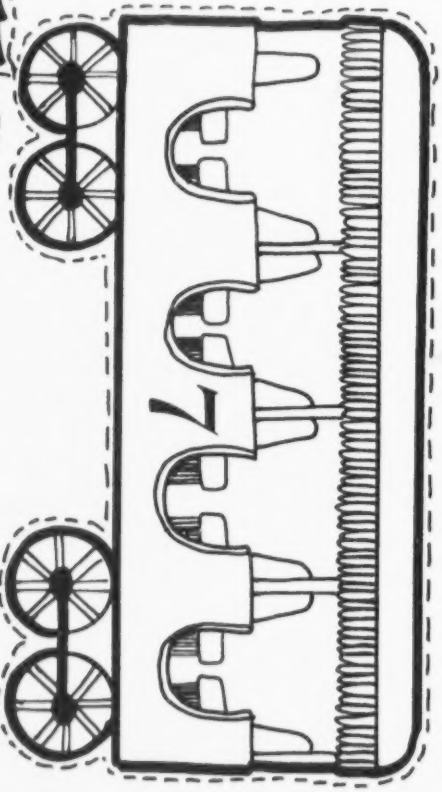


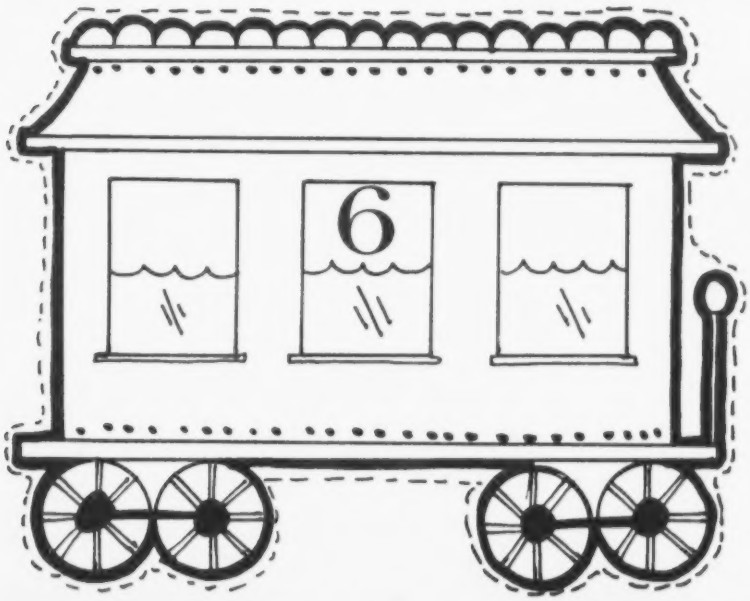



5


2

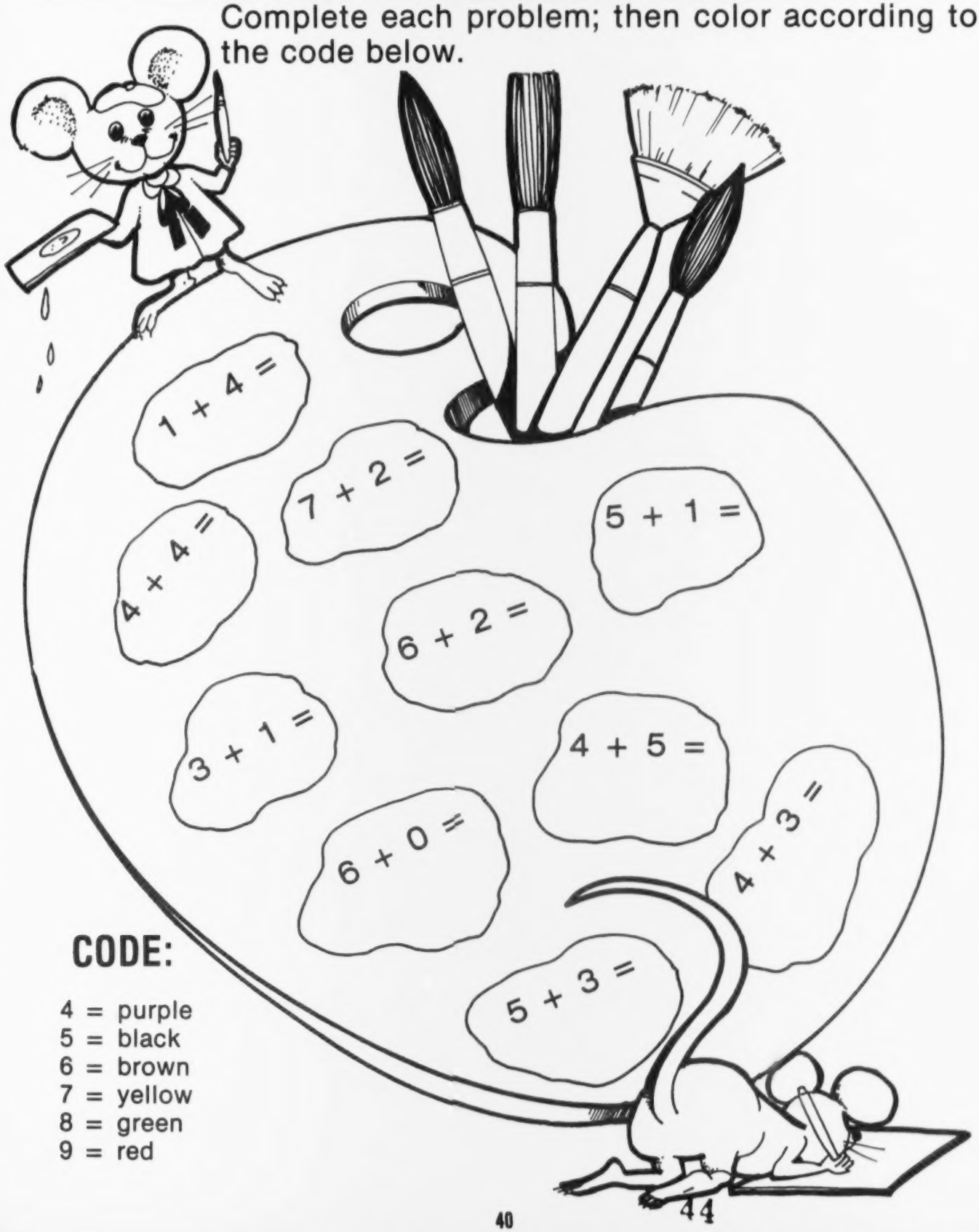

4


7


6

Name _____

Complete each problem; then color according to the code below.



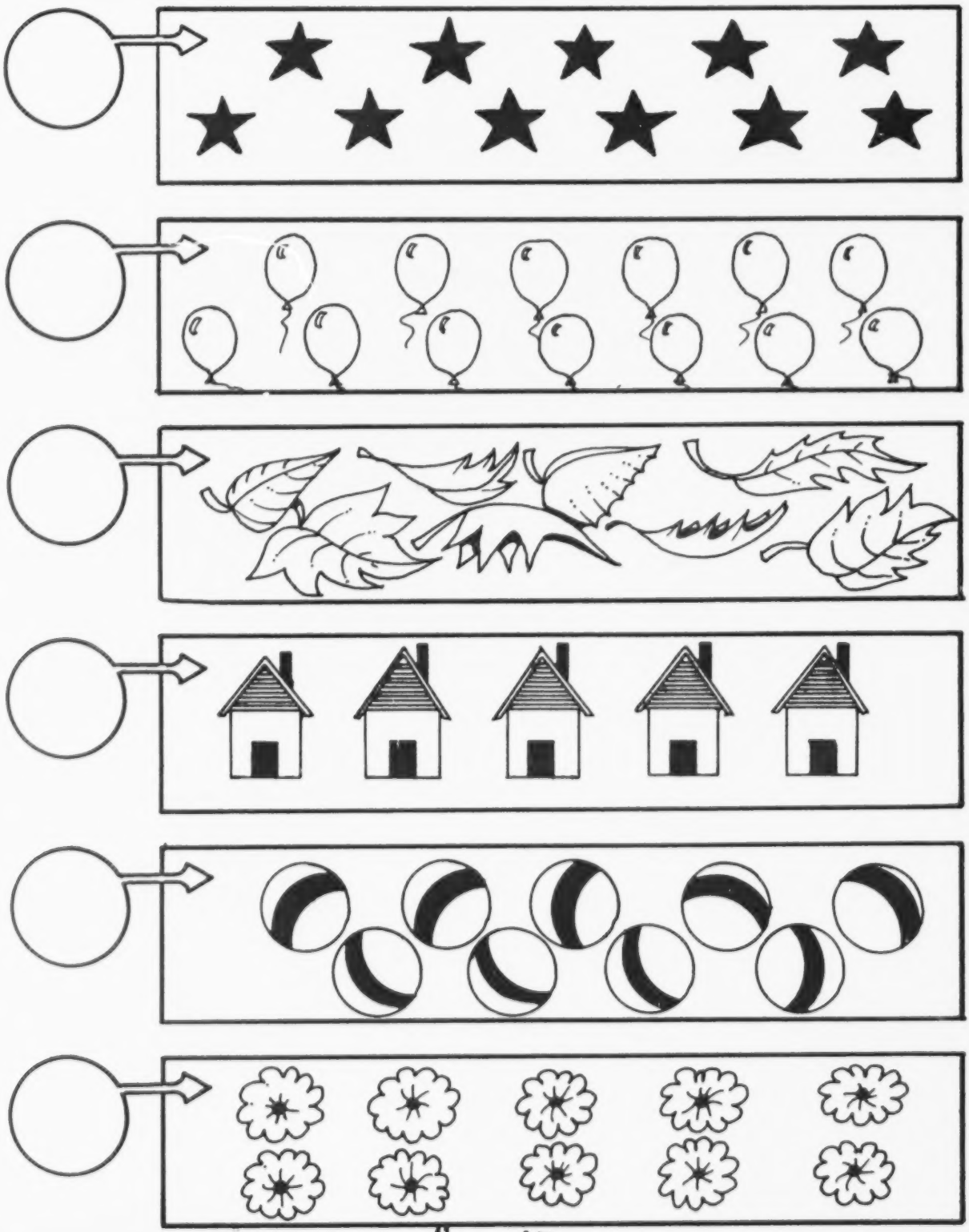
CODE:

4 = purple
5 = black
6 = brown
7 = yellow
8 = green
9 = red

44

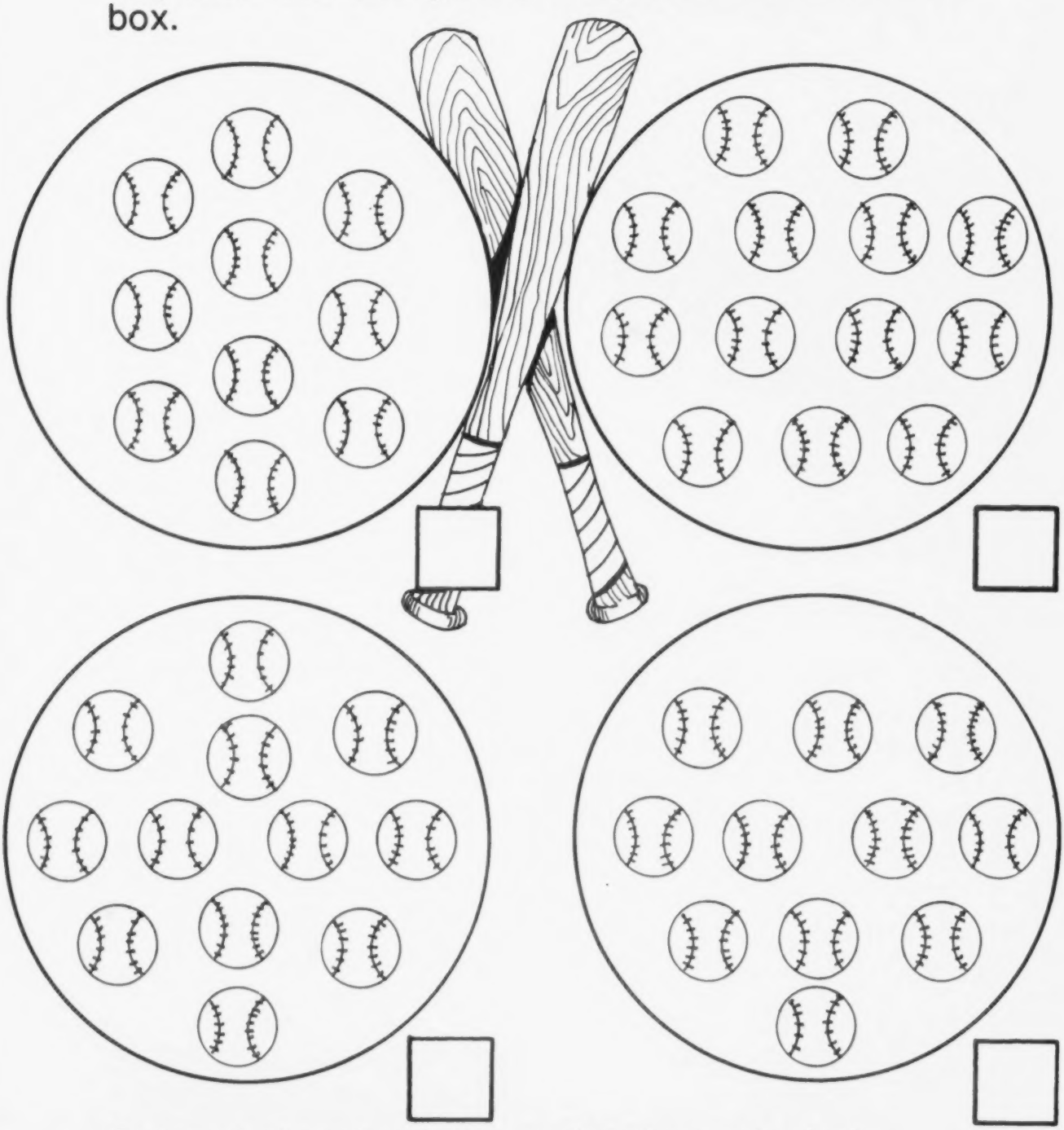
Name _____

Write the correct number in the circle in front of each row.



Name _____

Batter up! Count the number of balls in each circle; then cut and glue the right number in each box.

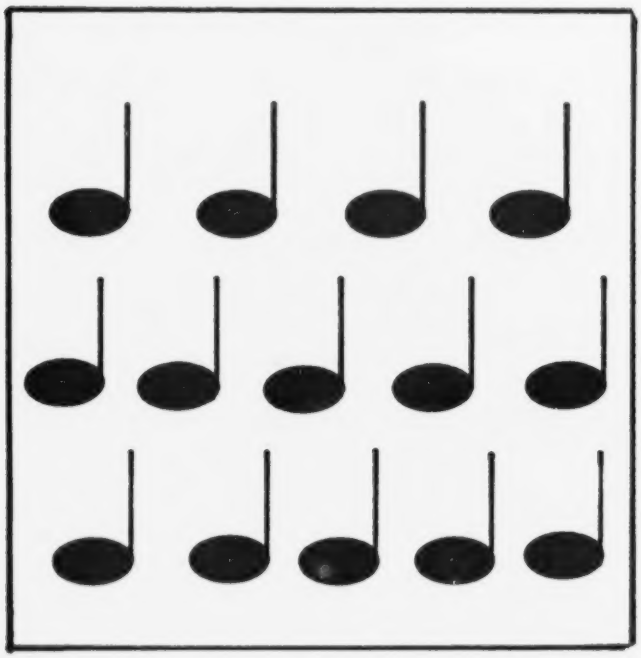


Cut and glue the right number by each circle.

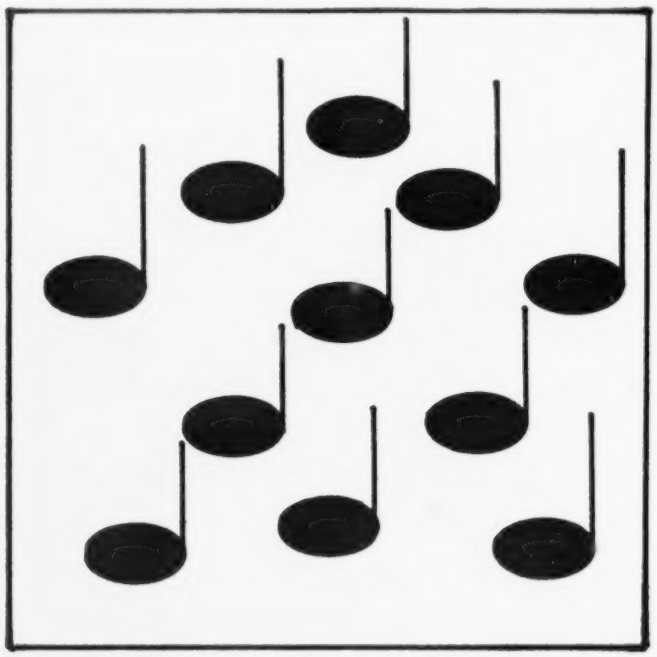
10 11 12 13

Name _____

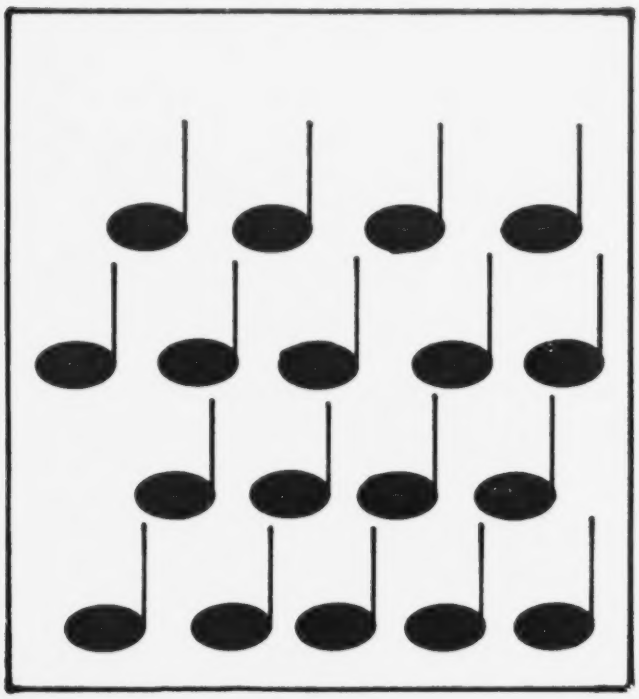
Circle the correct numeral.



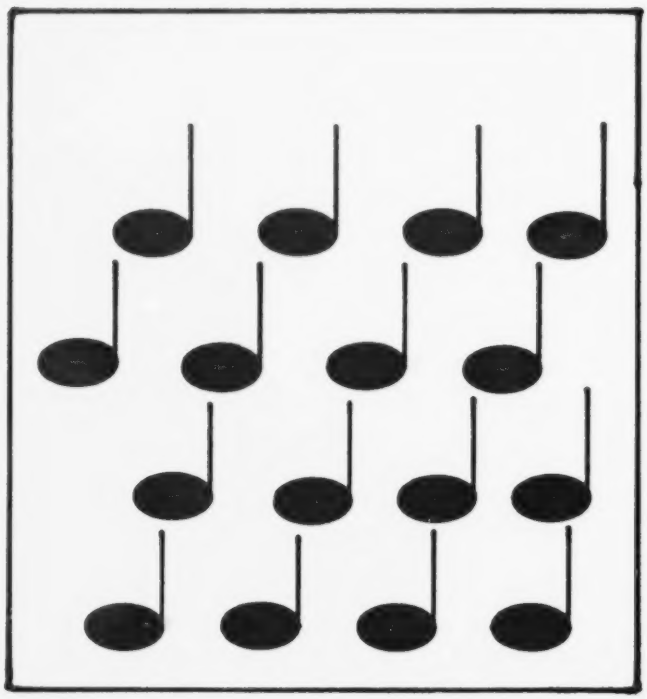
12 13 14



10 11 12



18 19 20



16 17 18

Name _____

NUMBER SCRAMBLE

Unscramble the numbers in the bowl and write them in correct order on the lines provided.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

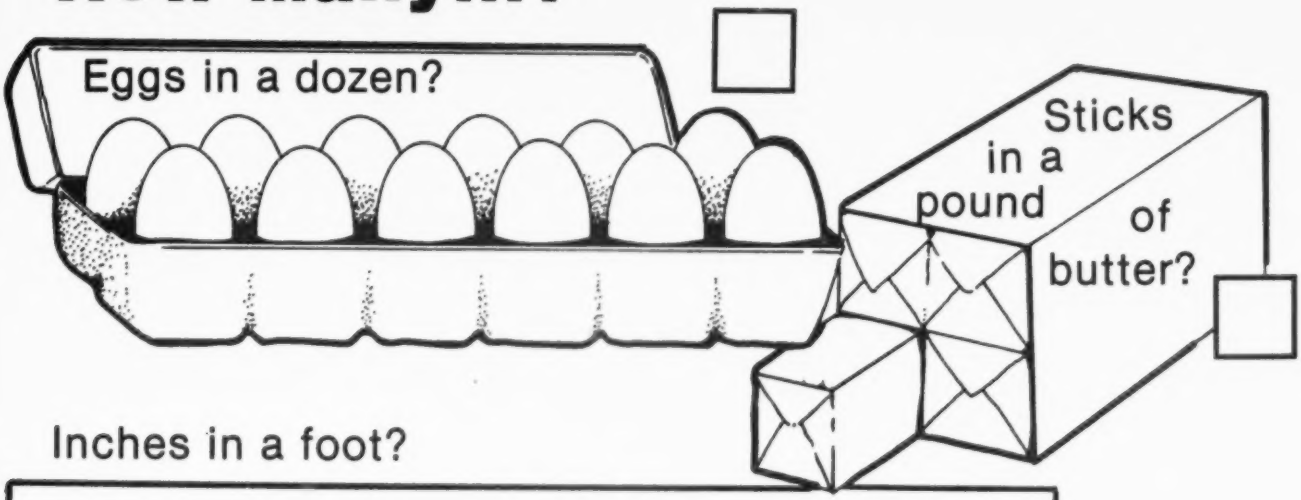
_____

Which numbers are missing between 1 and 20?

_____

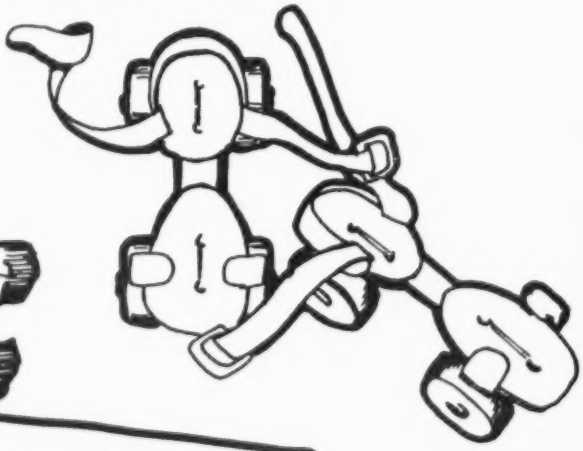
Name _____

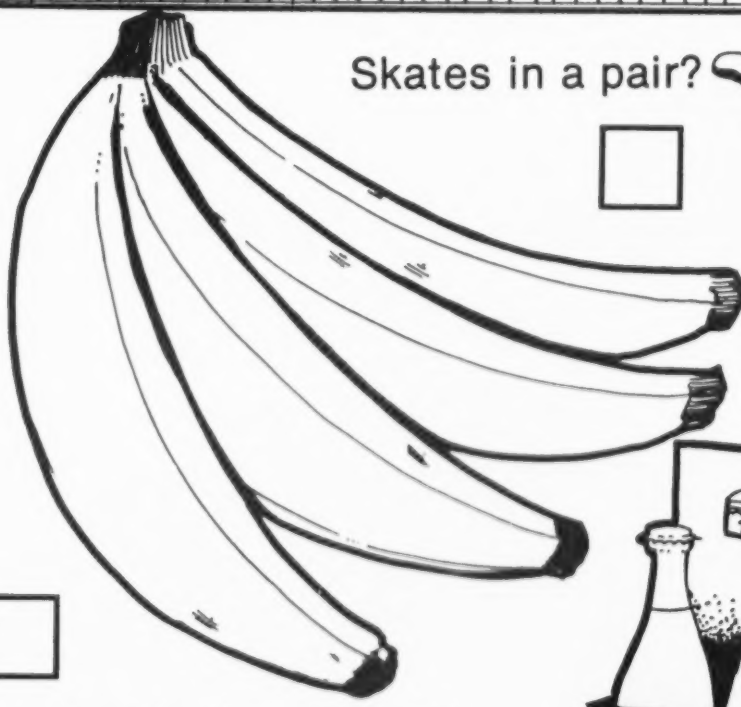
How Many...?



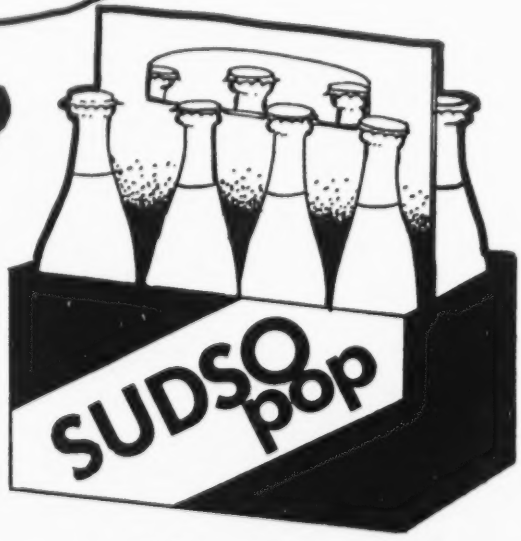
Inches in a foot?

Skates in a pair?





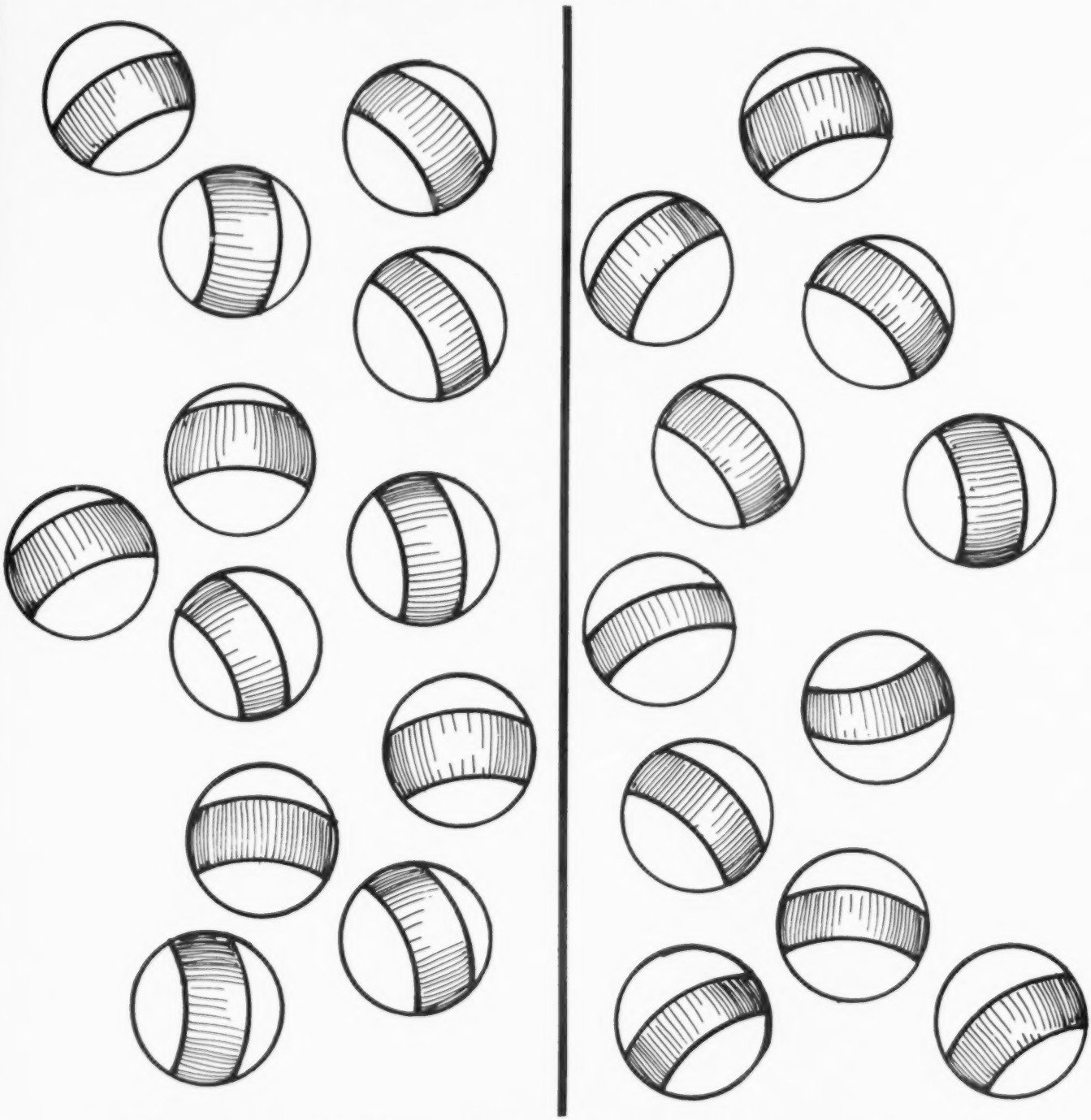
Bananas in this bunch?



Bottles in a carton of soda pop?

Name _____

Put an X through all the balls left of the line.

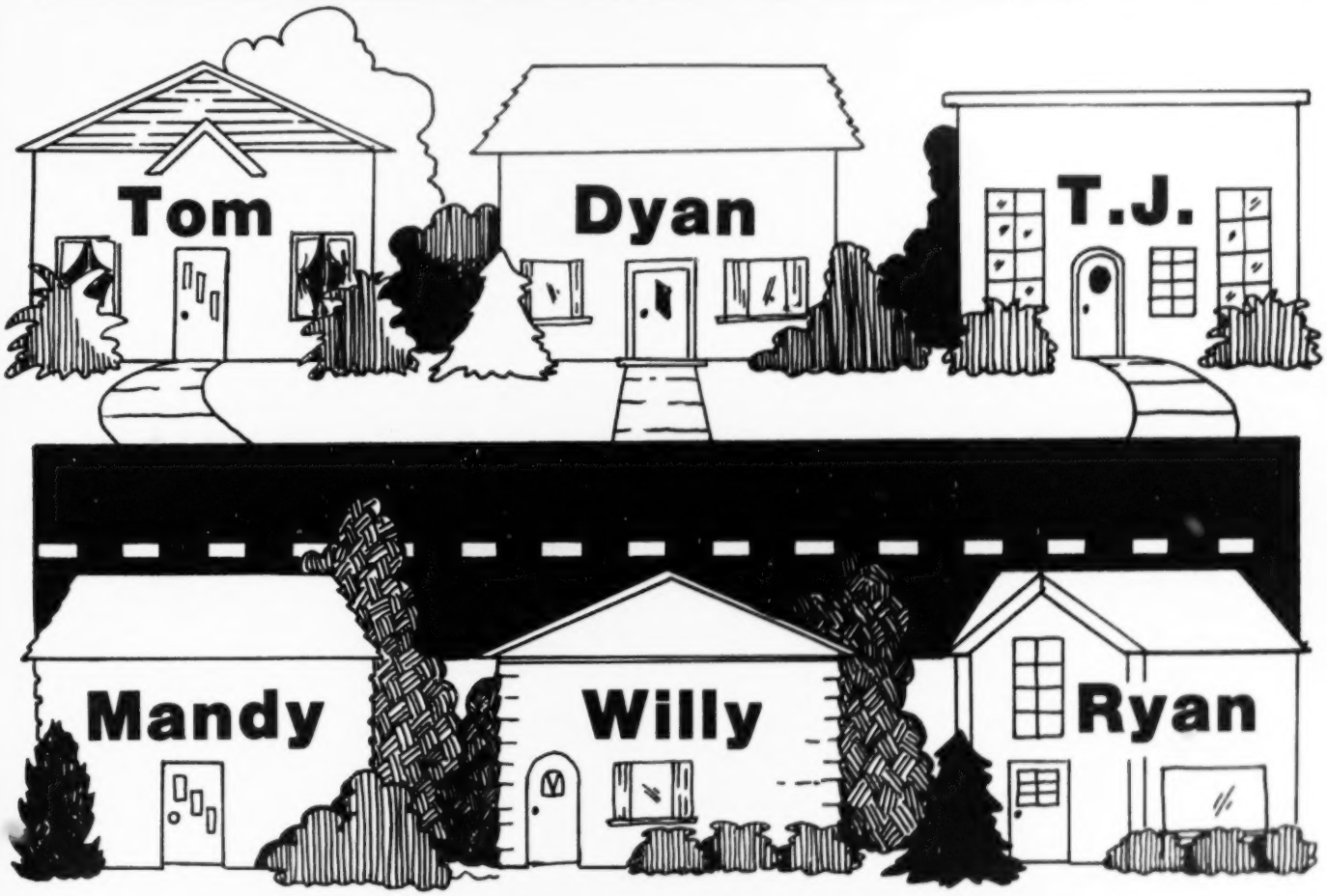


How many balls are left of the line? _____

How many balls are right of the line? _____

50

Name _____

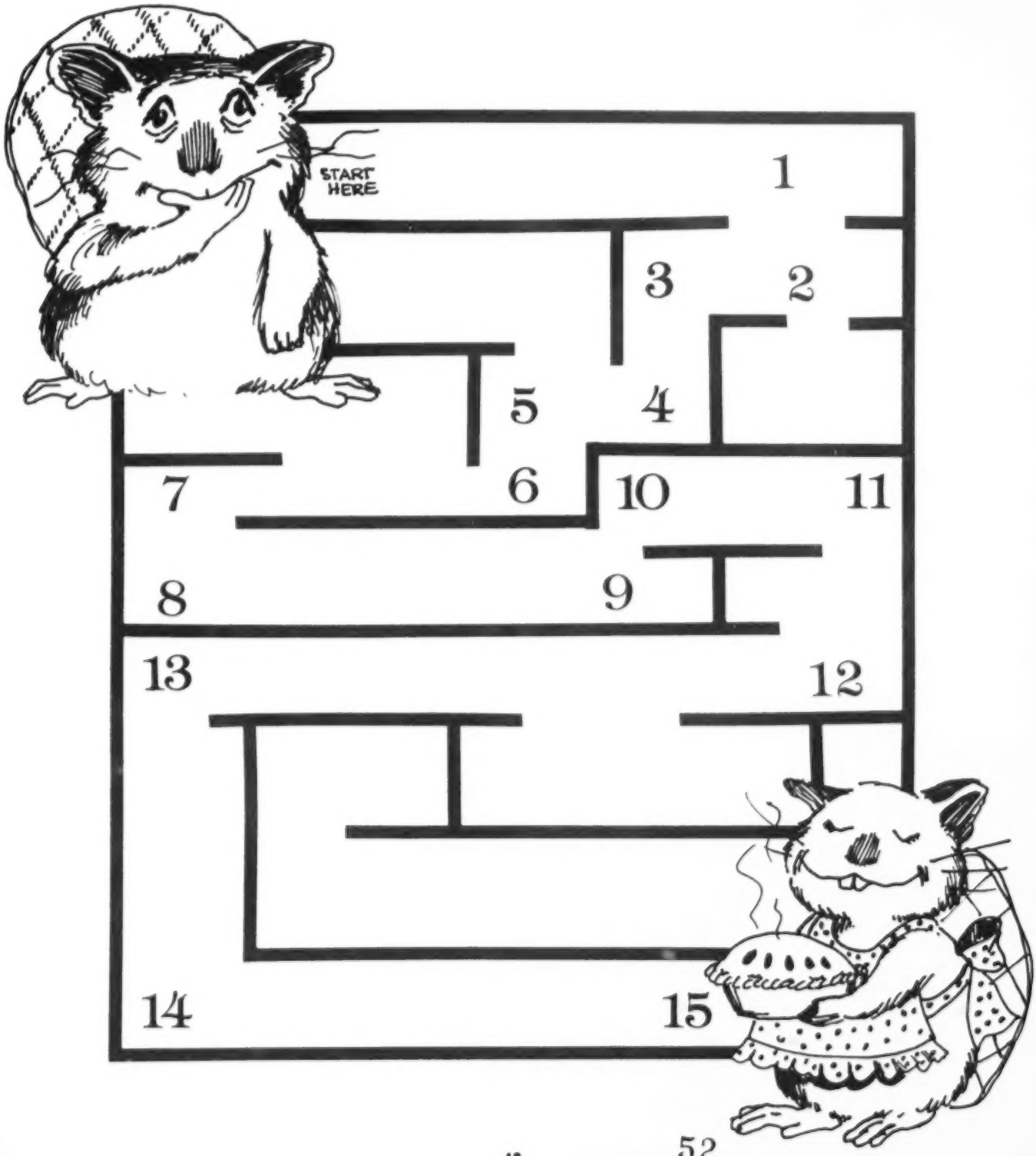


Circle the "t" in those statements that are true.

t Ryan lives right of Willy.
t Mandy's house is right of Tom's.
t Dyan lives left of T.J.
t Tom's house is left of Dyan's.
t Willy lives left of Mandy.
t T.J. lives left of Willy.
t Ryan's house is right of Mandy's.
t Dyan lives between Tom and T.J.
t Willy lives right of Ryan.
t Tom's house is right of Dyan's.

Name _____

Can you help Bucky find his way back home? The path is clear if you place your pencil on 1 and follow the numbers in order.

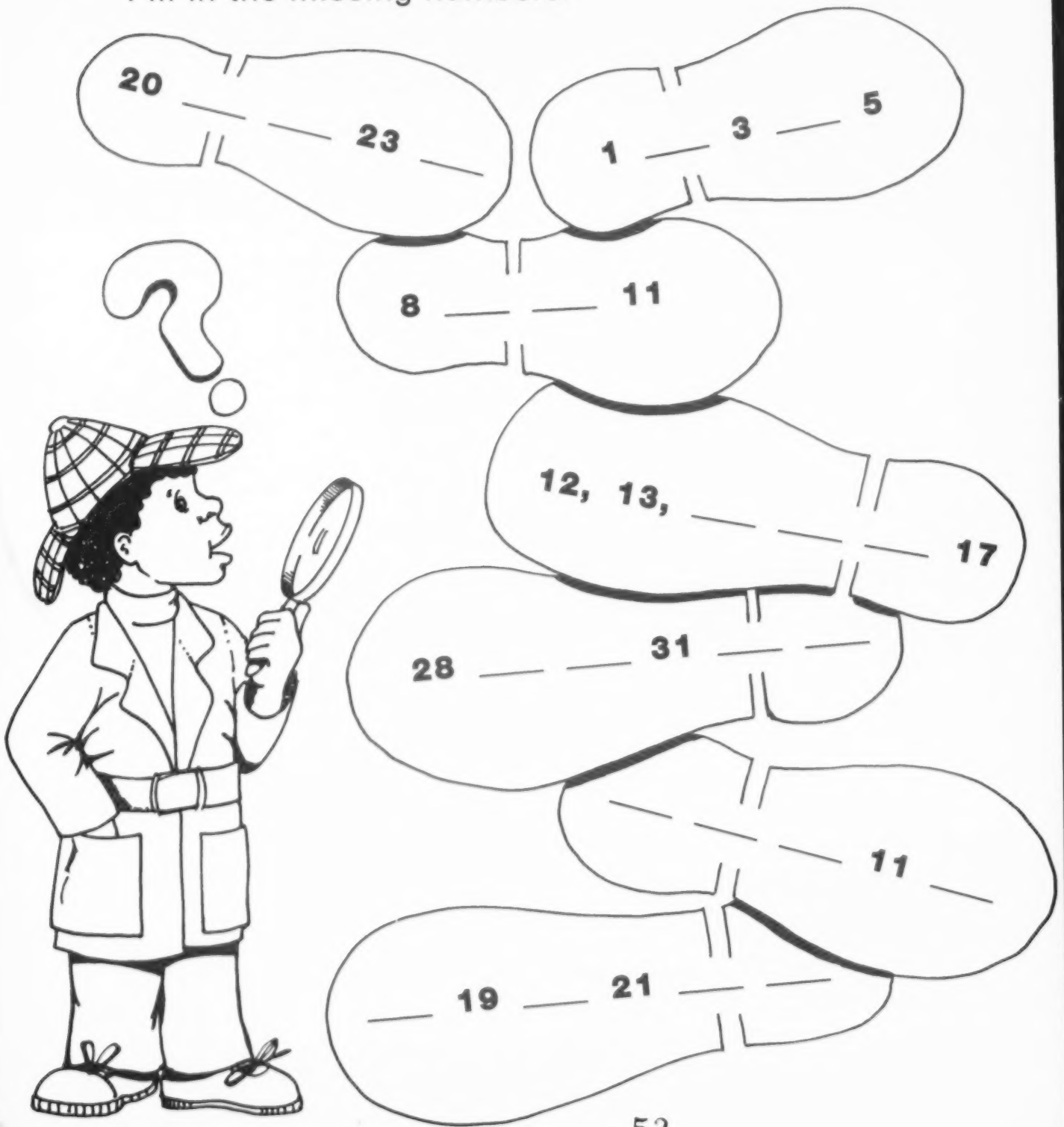


52

Name _____

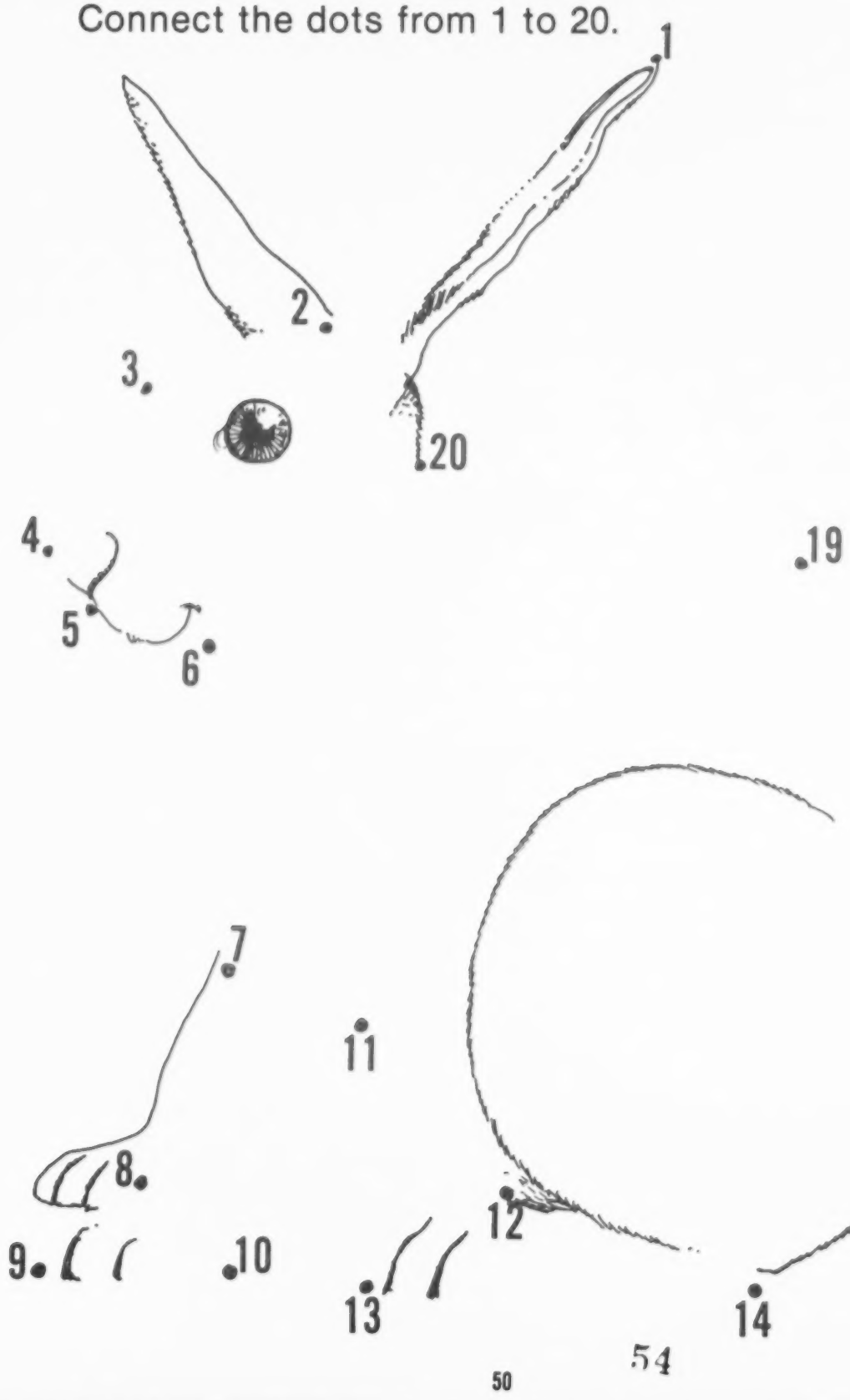
MISSING NUMBERS

Fill in the missing numbers.



Name _____

Connect the dots from 1 to 20.



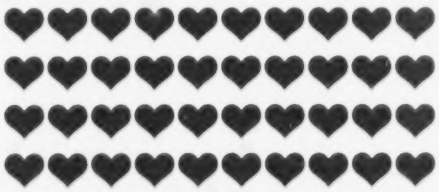
54

Name _____

TEN'S AND ONE'S

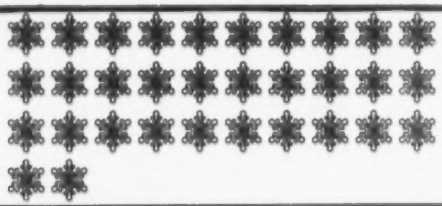
How many sets of 10?

_____



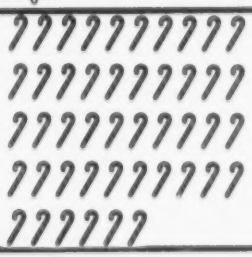
How many sets of 10?

_____



There are _____sets of 10.

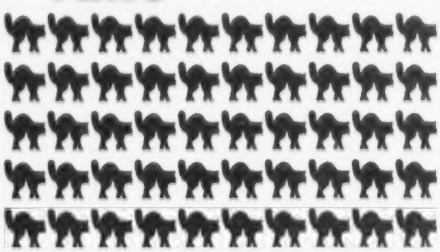
There are also_____left over.



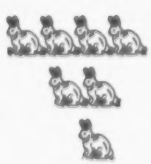
There are_____sets of 10.

There are also_____left over.

TENS



ONES



There are_____tens.

There are _____ones.

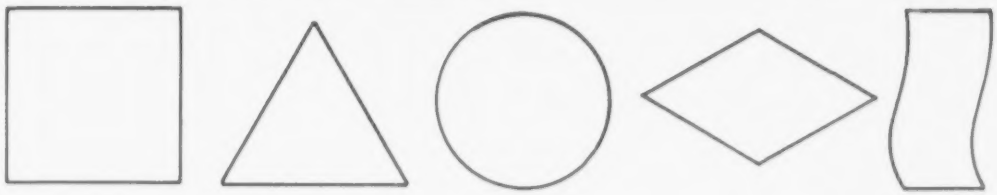
TENS

ONES

There are _____tens.

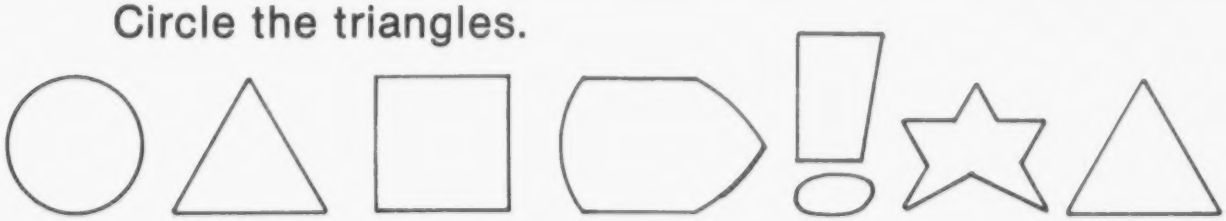
There are_____ones.

Name _____



A triangle has three sides. Circle the triangle.

Circle the triangles.



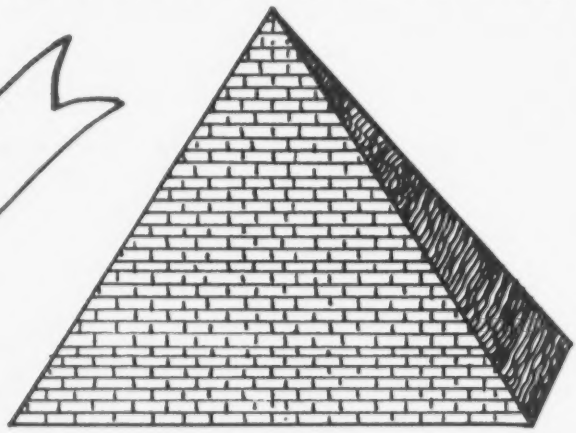
Put an X through the triangles.

Color the triangles blue.

Shade in the triangles with a pencil.

Name _____

Draw a line from each word to its shape.

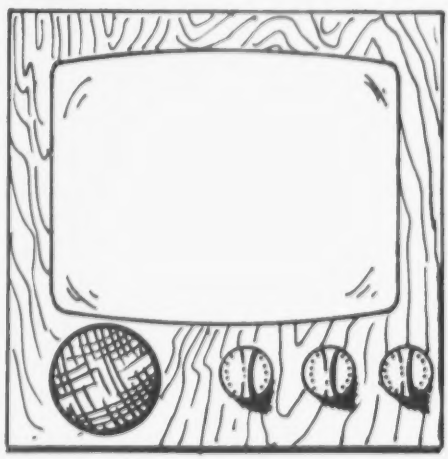


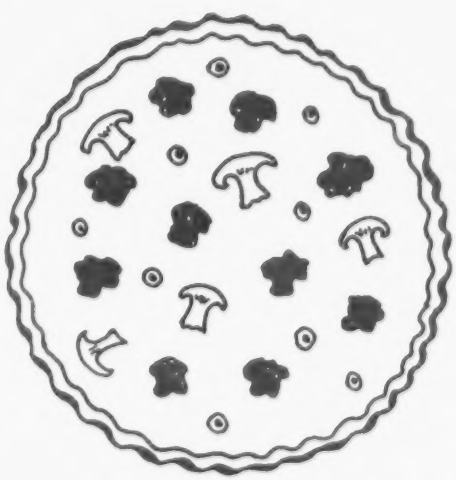
Circle

Rectangle

Triangle

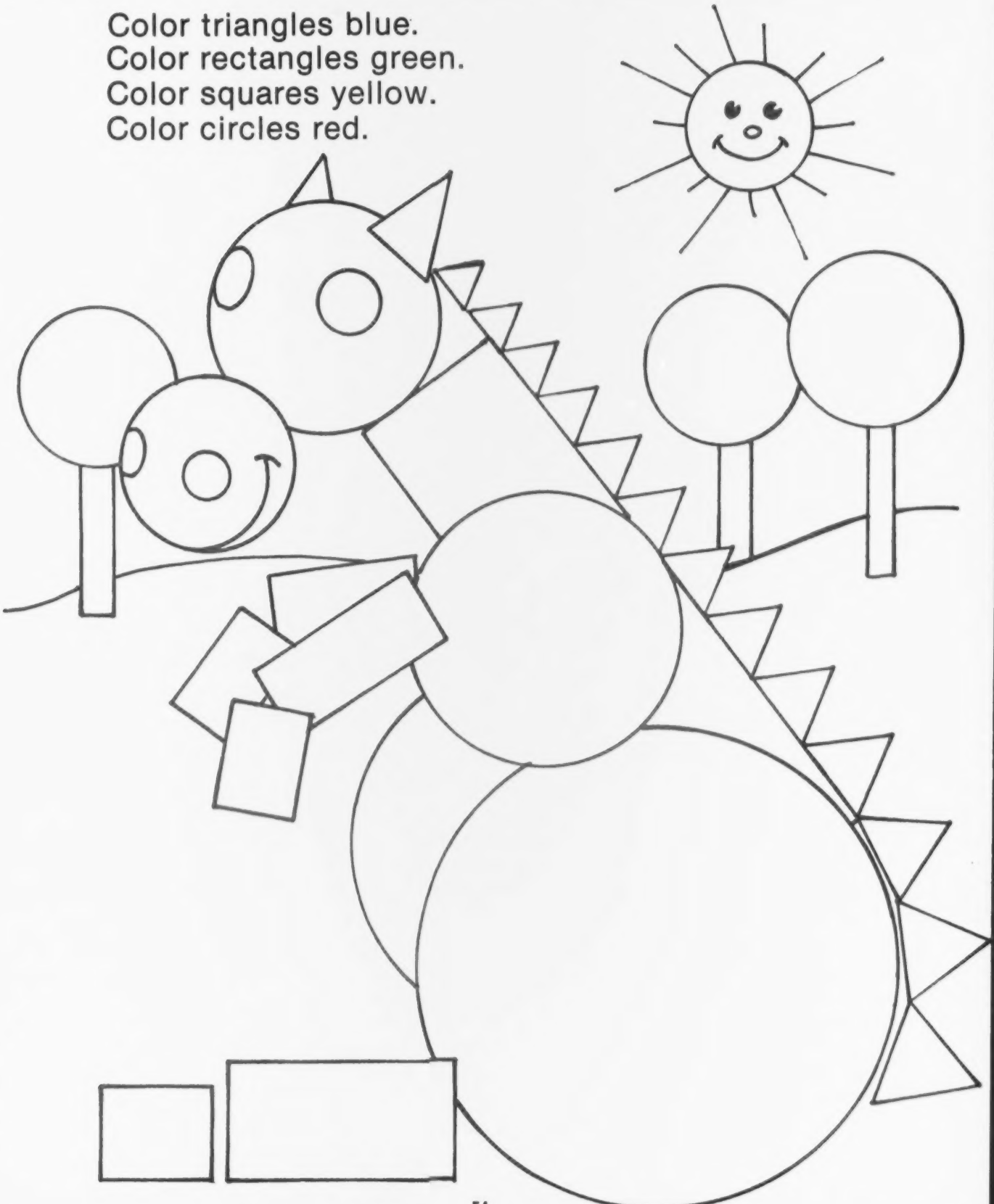
Square



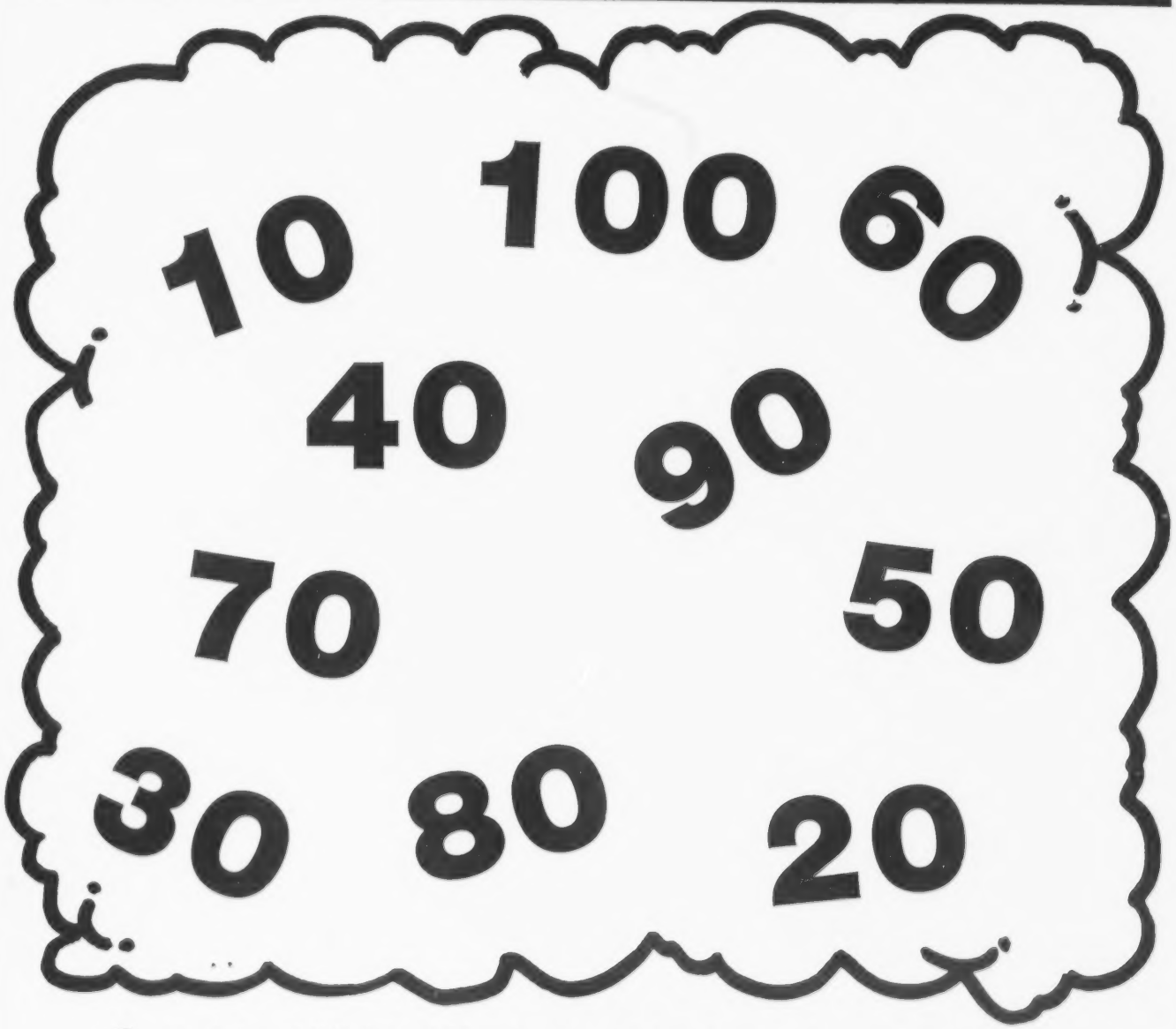


Name _____

Color triangles blue.
Color rectangles green.
Color squares yellow.
Color circles red.



Name _____



Count to 100 by 10's in the blanks below.

10, _____, _____, 40, _____

_____, 70, _____, _____, 100

Name _____

JULY

SUN	MON	TUES	WED	THURS	FRI	SAT
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Which day of the week is July 3? _____

On which day of the week does July 14 fall? _____

Which day of the week is July 19? _____

On which day of the week is July 23? _____

On which date is the first Saturday of July? _____

On what date is the first Monday of July? _____

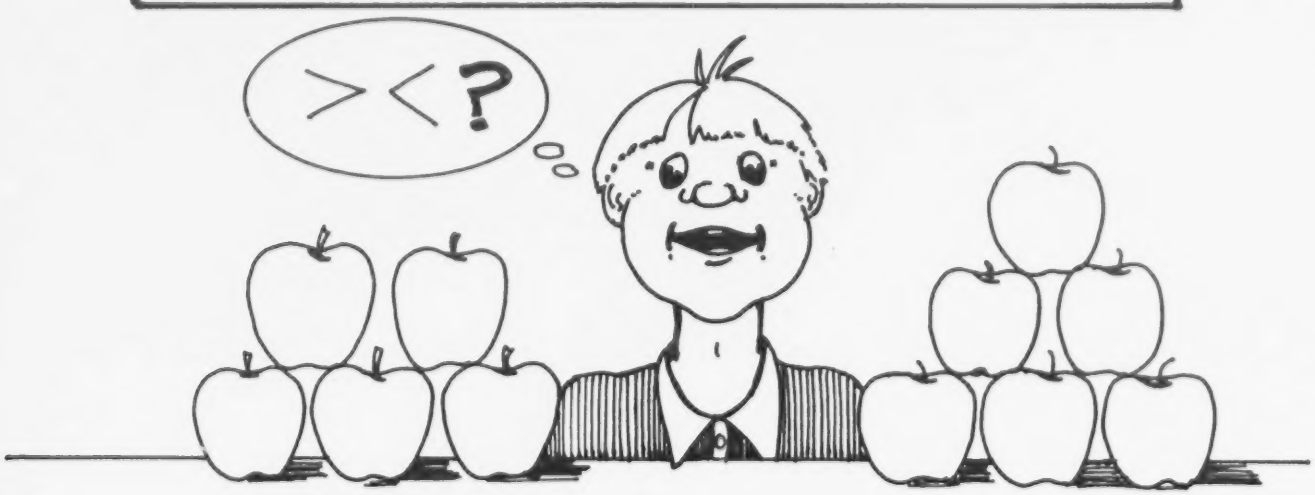
Which date is one week after July 4? _____

Name _____

GREATER THAN/ LESS THAN

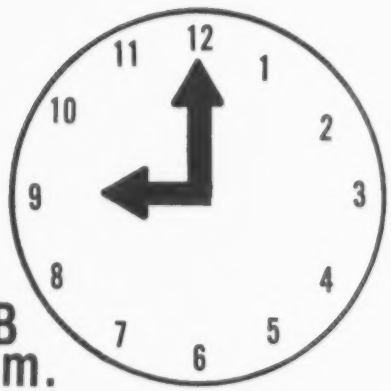
This symbol > means greater than. 4>3, 10>5, etc.
This symbol < means less than. 4<5, 8<10, etc.
Place the right symbol between each pair of numbers below:

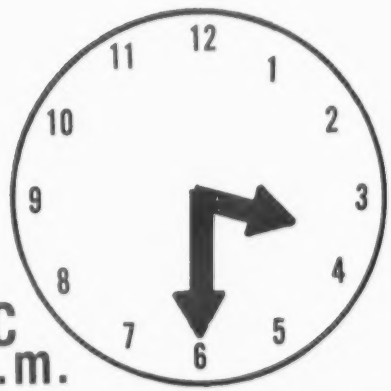
4_____3	9_____3	24_____25
8_____10	15_____22	12_____4
5_____6	9_____12	20_____14
8_____1	14_____9	11_____18
13_____6	5_____12	11_____10
7_____8	10_____7	5_____13

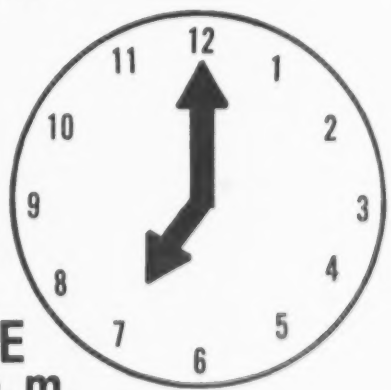


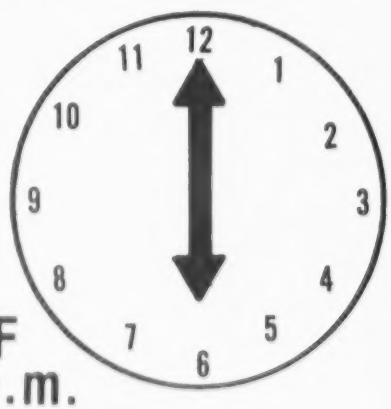
Name _____

TIMES OF OUR LIVES

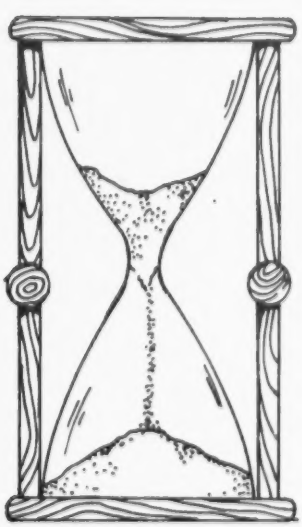








Match the right clock to its right time of day.



____ juice and cereal

____ rise 'n shine

____ lunch in the park

____ time for bed

____ milk and cookies after school

____ dinner

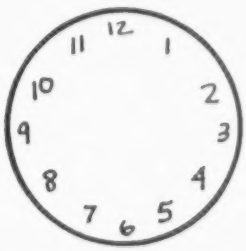
62

Name _____

TIME ON OUR HANDS

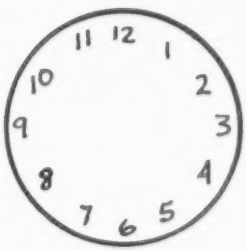
Draw the hands on each clock to show the right time. Draw a line from each clock to its right time.

10:40



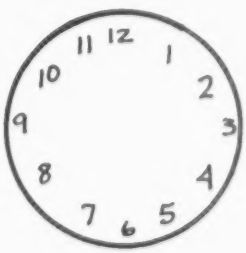
five minutes after three

8:15



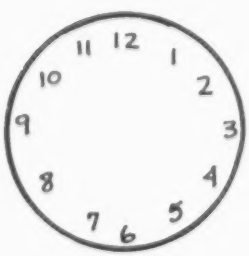
ten minutes until noon

3:05



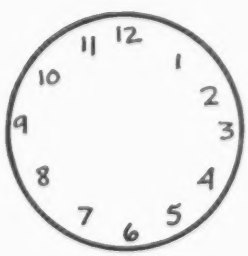
fifteen minutes after eight

5:45



fifteen minutes until six

11:50



twenty minutes until eleven

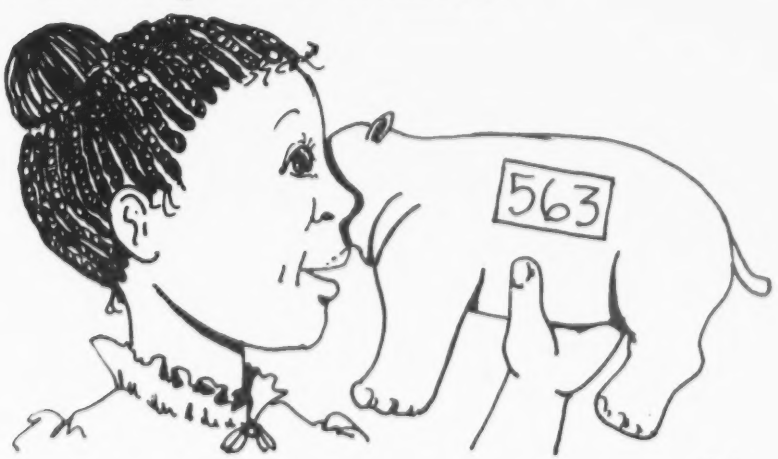
HIPPO COUNT

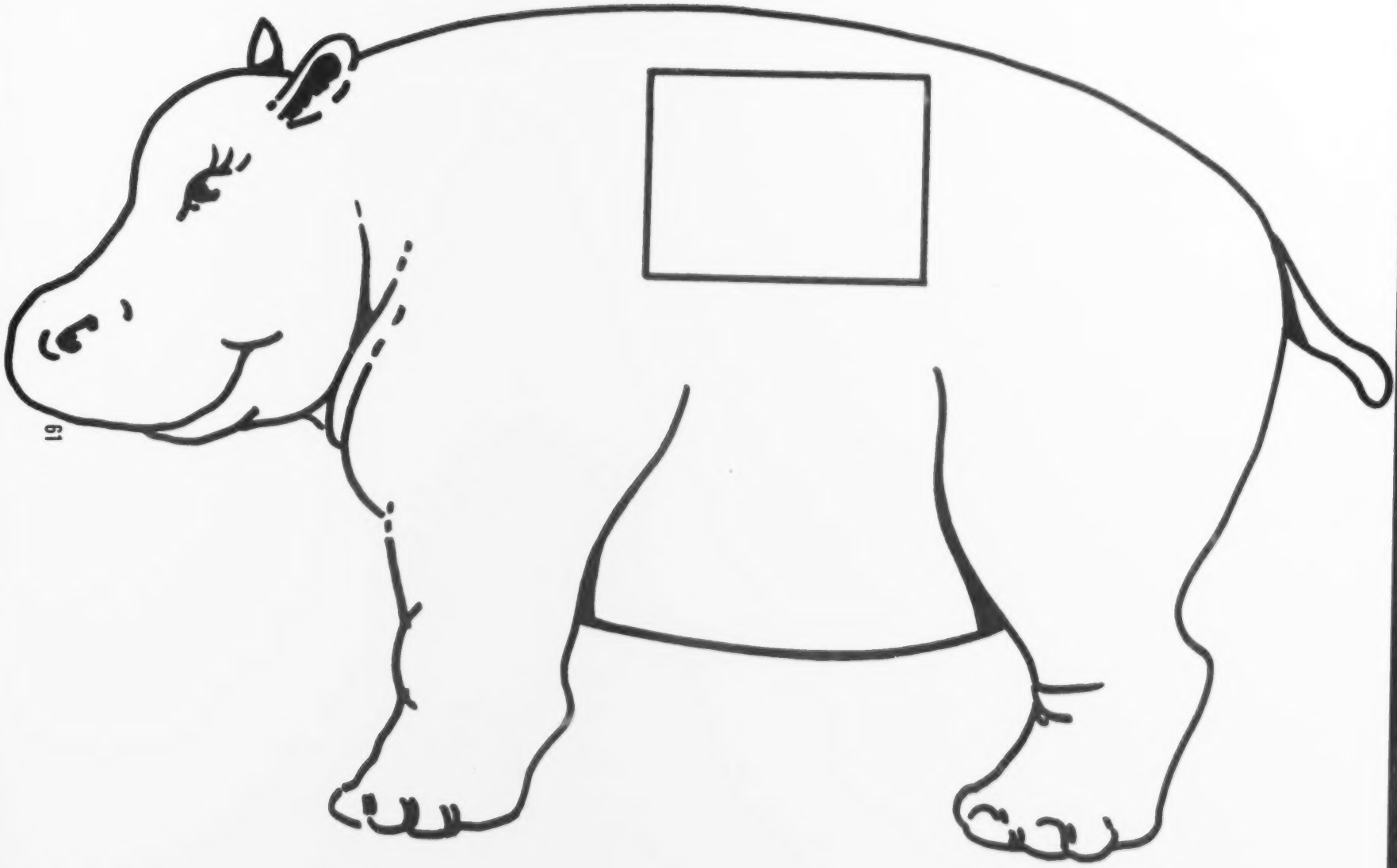
Reproduce the pattern of the hippo 25-50 times. Using a black felt tipped pen, place a three or four-digit sequence of numbers on each, in the rectangle provided on the side of the hippopotamus.

(Example: 563)

Cover with Con-Tact paper to ensure durability. This activity can be used either with the teacher or with another child. All hippos are placed in a pile with the numbered sides lying face down. The child's task is to draw a hippo, turn it over and read the correct sequence of numbers. Thus he will either need the teacher or another student to check him for accuracy. Allow the child to continue capturing hippos as long as he responds correctly. Once he makes a mistake, it is someone else's turn.

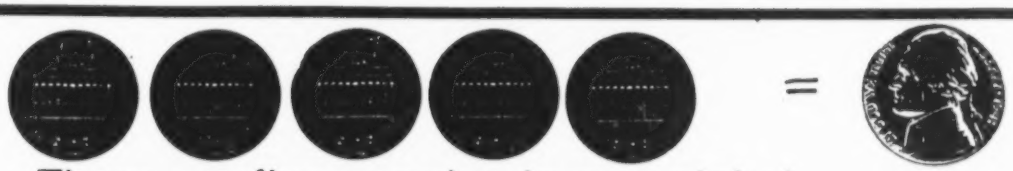
A variation of this activity for older more advanced children involves their choosing ten cards from the stack, then arranging them in numerical order from largest to smallest.





Name _____

MONEY, MONEY



There are five pennies in one nickel.

1 nickel = _____pennies

There are five nickels in one quarter.

1 quarter = _____nickels

There are ten pennies in one dime.

1 dime = _____pennies

There are four quarters in one dollar

1 dollar = _____quarters

There are ten dimes in one dollar.

1 dollar = _____dimes

67

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ARTS/CRAFTS	PRESCHOOL	PRIMARY	MIDDLE SCHOOL
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